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IDENTIFIERS	North Carolina

ABSTRACT

Evaluation reports for 13 of the 23 1971 Summer Migrant Projects in North Carolina are presented in Volume II of this compilation. Each report contains the following information: (1) descriptive statistics and results of student achievement; (2) description of the project as obtained from site team reports and other available information; and (3) evaluative discussion containing the recommendations for project improvement. The elementary projects discussed are Pamlico, Pasquotank, Robeson, Sampson, Transylvania, and Washington; the comprehensive (elementary and secondary) projects are Camden and Currituck; and the secondary projects are Duplin, Greene, Lenoir, Pitt, and Wake. Related documents are RC 005 876 and RC 005 877. (PS)

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NORTH CAROLINA
MIGRANT EDUCATION PROGRAM

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PROJECT EVALUATION REPORTS

VOL. II

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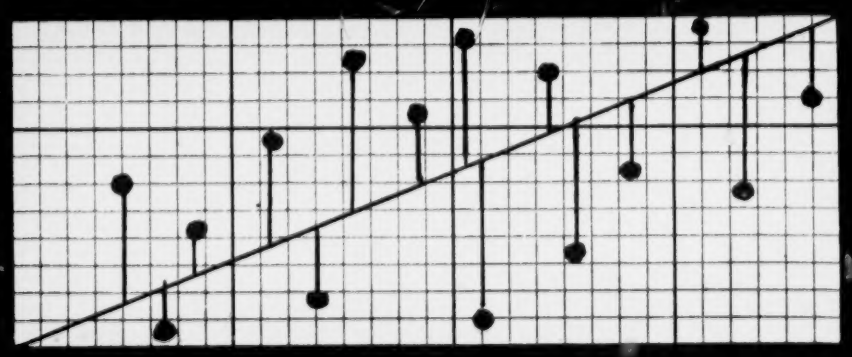


DIVISION OF RESEARCH

STATE DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA 27602

A

PAMLICO ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 22
Days & Hours Operated: 8:00 a.m. - 4:00 p.m. M T W T F
[1]Total Days of Operation: 24
Estimated Enrollment: 30
Actual Enrollment: 27

[2]Average Daily Attendance: 14
[2]Sum of Daily Attendance: 338

Type of Migrant:
Interstate: 27
Intrastate: 0
5 Year Provision: 0

[3]Average Length of Membership: 19
Maximum Membership: 27

Migrant Students Traveling in Family Groups: 27 Girls: 10 Boys: 17

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Director	1	100%	Secretary-Bookkeeper	1	31%
Bus Driver	1	100%			
Teachers	5	100%			
Social Attendance Worker	1	100%			
Nurse	1	100%			
Librarian	1	100%			
Teacher Aides	4	100%			
Maid	1	100%			
Cafeteria Worker	1	100%			

Total full-time equivalent paid staff: 16.3
Teacher-pupil Ratio: 1 : 5.4
Staff-pupil Ratio: 1 : 1.7

Number of Students by Age

Age:	5-	6	7	8	10	11	12	15	16	17	18
Number:	8	4	3	1	2	1	3	2	1	1	1

Average Age of Student: 8.5

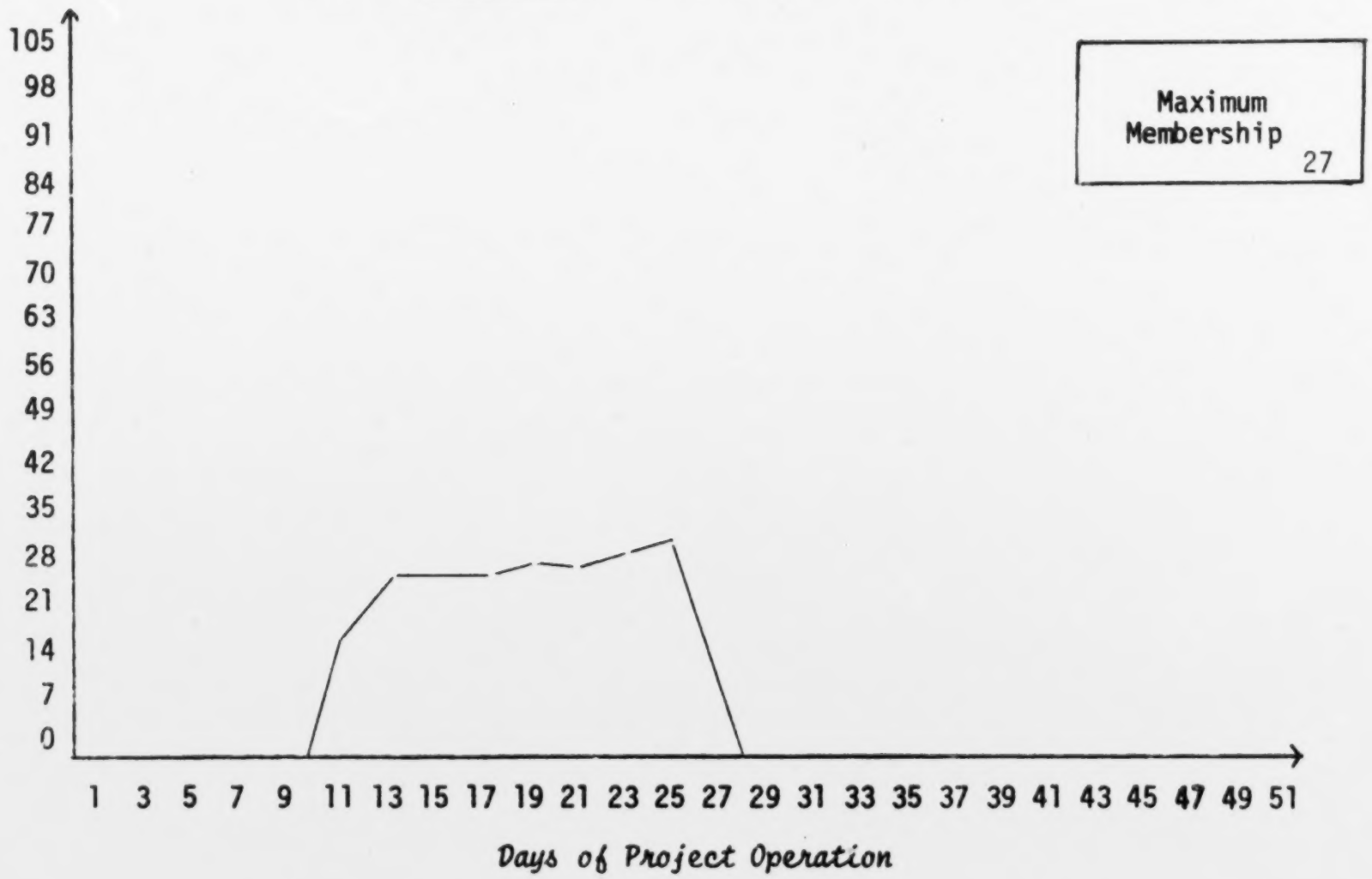
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

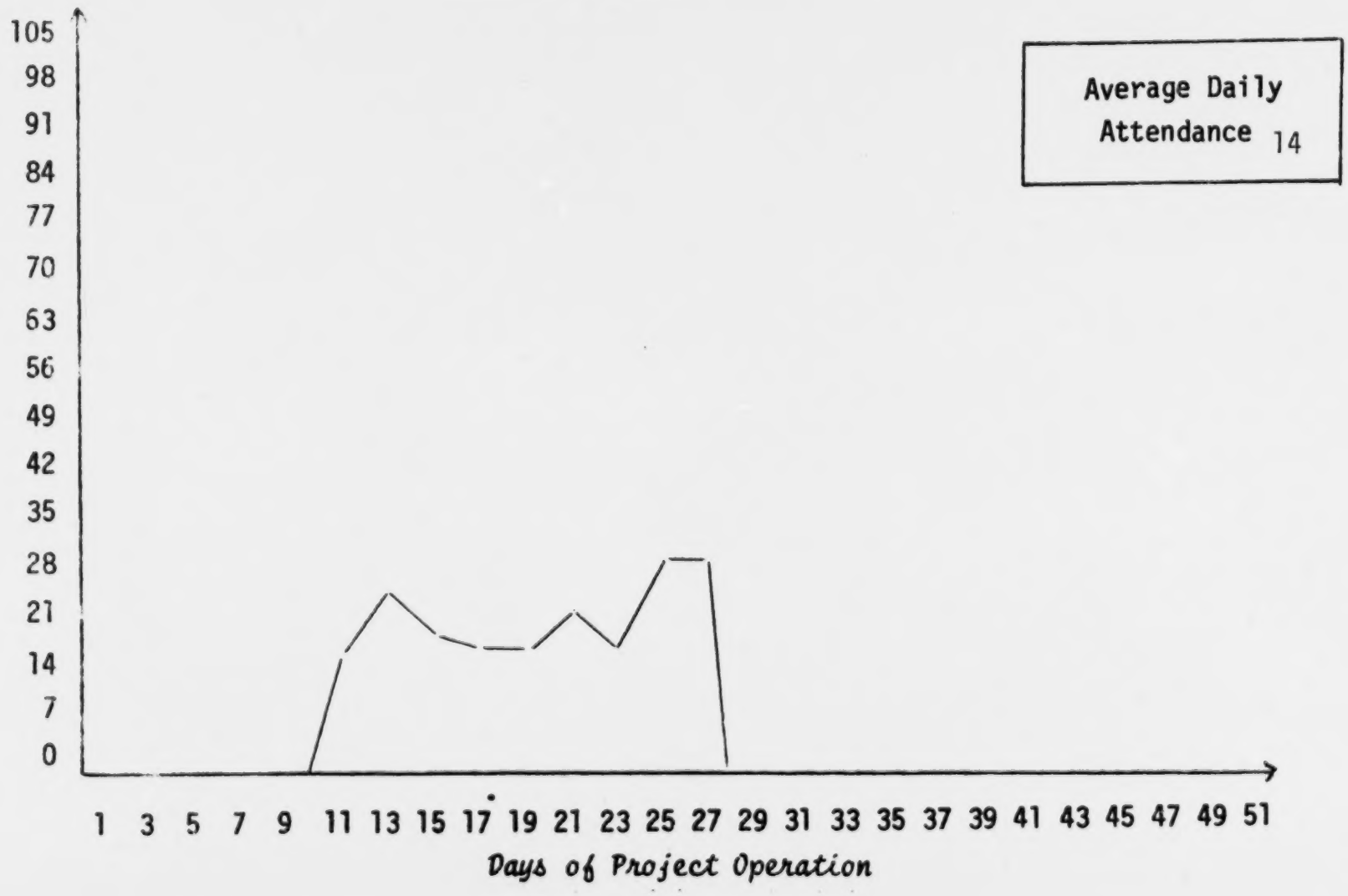
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

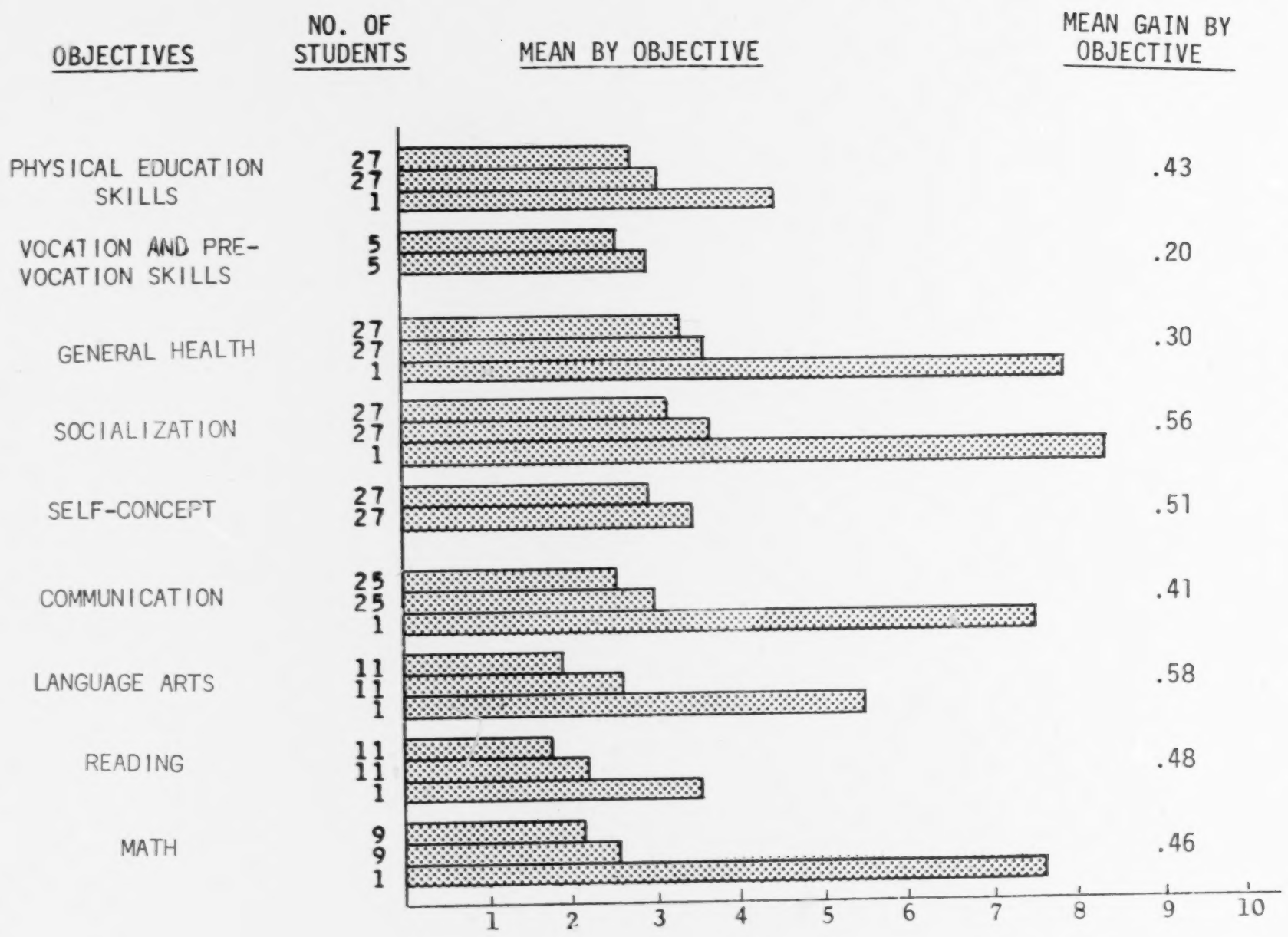
Pamlico E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



PAMLICO ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

PAMLICO COUNTY SUMMER MIGRANT EDUCATION PROJECT
FREDERICK A. ANDERSON ELEMENTARY SCHOOL
BAYBORO, NORTH CAROLINA

Superintendent: George R. Brinson
Project Director: Van Willis
Project Coordinator: Otis Peele

Site Team Members: Y. A. Taylor
Malcolm Williams
Abbie Krystall
David Cahoon

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern - that of comparing performance to objectives - which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as

observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes

relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To provide a home and community-like atmosphere with simulated activities and services which will have a practical application of language, arithmetic, music, social studies, science, art, and health activities in the development of each child's capabilities.

2. To provide experiences for the migrant child that will help him to develop a positive self-image, social growth, and adaptability to change.

3. To help the migrant children become acquainted with some of his peers who live in Pamlico County by using common learning experiences as opportunities for cross-grouping them with the children enrolled in the regular ESEA program.

4. Serve the migrant child through a pre-school and kindergarten program.

5. Provide services to the migrant child through the Health and Social Services Departments and community.

6. To provide medical, dental, clothing, and nutritional services.

7. To involve the parents in the program so that there will be a carry-over of knowledge, skills, and practices.

III. INSTRUCTIONAL PROGRAM

The instructional program was divided into two major groups; 1) pre-school and kindergarten, and 2) Elementary. The pre-school-kindergarten was exclusively migrant and enrolled fifteen children. The elementary group contained twelve children who were taught in classes with

regular ESEA Title I children during the morning hours. Only the migrants attended a full day at the Anderson School this summer.

The program was designed to promote a "home-like" atmosphere. The carpeted section of the library simulated a family room. Here the librarian could tell stories and give instruction in language arts, especially spelling. At other times children could relax while reading, writing, chatting, sewing or playing educational games which were provided. Other parts of the library had an arts and crafts center, audiovisual viewing center and an area called "The Land of Enchantment." "The Land of Enchantment" featured games, records, and puzzles. Adjacent to the library was a large area which could be divided into two classrooms by a folding wall. This area provided the setting for a bank, a post office, a snack shop, an art center and listening center. Across the hall, two classrooms were used for music and cardboard carpentry.

The elementary migrant students and their teachers were grouped with thirty-two Title I children and their teachers. All the children were divided into three groups. After breakfast each group would spend one forty-five minute period in each of the instructional areas. The instruction was focused around a team-taught unit on family and community life in Pamlico County which was developed by the staff. After instruction, the students went outside for physical education. All children then ate lunch. After lunch the Title I children went home. The migrant children spent the afternoons in activities which included music, dramatics, art, cardboard carpentry, or independent study.

The pre-school-kindergarten and pre-school activities included much free play with "stimulating" materials. Children were encouraged to explore and ask questions. Each day a filmstrip was shown and the children were encouraged to talk about what they saw. Other activities included story hour, the teaching of colors and numbers, playing ball, building blocks, and keeping house.

As an incentive to learning, the students were given rewards contingent upon their achieving certain goals. These goals and rewards were described in a contract signed by the teachers, the students, and the parents. The rewards were play money which the student could spend for movie admissions, at the snack shop, or save at the bank. At the end of a specified period of time agreed upon in the contract, bonus rewards were given for having saved amounts of money specified in the contract. These were special privileges, such as being the teacher's helper, being the mailman, being the postmaster, or spending a given period of time in the "Land of Enchantment." Bonus rewards were also materials, such as old books, old magazines, paperbacks, and a simple musical instrument. At the end of the program, each student was allowed one paperback book from the library; the order of selection was determined by the amount saved during the program. The grand prize for the person saving the most was a tape player.

The children opened checking and savings accounts in the bank and had the opportunity to make daily deposits. Such activities fit in with the theme of community life and also provided material for

arithmetic problems. Prior to physical education, the children could make purchases from the snack shop. This opportunity not only challenged them to develop good nutrition habits but also enabled them to learn to spend wisely.

The post office established a need for learning letter writing. The children exchanged letters with children in a separate ESEA reading program and were especially encouraged to write to their friends at home.

The children were shown that families enjoy music together. They learned songs, music fundamentals, how to play song flutes, autoharp, and resonator bells. One group made extensive use of a tape-recorder player. For example, each child was told to make any sound for four measures equaling 16 counts, and this was recorded. The tape was played back at a slower speed and each child recorded what he heard, using a different symbol on music paper for each different sound. All the sheets were then pasted on a long roll of paper to become their own electronic music composition. These compositions exhibited good imagination and creativity.

Videotaping was used in an attempt to improve the self-image of the child. Classes were taped followed by immediate playback. The students could observe themselves as they worked on some task and were then instructed on how they could improve their deficiencies. In the beginning, the students would pay more attention to the camera than to the teacher. Therefore, a videotaping contract was drawn up which stated the children would get contingency rewards for doing their work rather than looking at the camera. That solved the problem.

Each Friday, the five students with the most money saved were chosen to go on a fishing trip. The expedition became a science field trip. The students set up both a terrarium and an aquarium.

To complement the school work on family and community life, the students were taken on field trips to the post office, bank, courthouse, fire department, and dairy. Part of the goal was to acquaint students with types of job opportunities and the uses of farm products. A field trip to Raleigh was also taken.

The culminating event for the summer was the production of a play adaptation of Hansel and Gretel. The children excitedly rehearsed their speaking parts, songs, and instrumental music.

IV. SUPPORTIVE SERVICES

The regular ESEA buses picked up migrant children whose camps were along their routes. The migrant program furnished costs for one bus and one driver, who also served as a part-time aide.

The food service was operated in the same cafeteria serving the ESEA pupils. The migrant children were served breakfast, lunch, and a snack before they left in the afternoons. The three meals met requirements for a balanced diet.

Health services included a physical for each migrant child. The examination included a hemoglobin check, urinalysis, tuberculin test and hearing and vision checks. The major health problem was parasites with five problem cases. Only one case of impetigo was found. Each migrant child was provided with a dental kit and instructions on oral hygiene. A dentist checked all the children and made corrections as

needed. The project nurse coordinated the examinations and took care of minor health problems and health instruction. The project provided two complete changes of clothing for all of the pre-school children.

The Pamlico Project complied with all reporting requirements including the record transfer system. The staff also conducted a local evaluation which, though primarily subjective, described and judged the various aspects of the 1971 summer program.

Representatives of the project attended the Grifton Planning Conferences, the Virginia Beach Conference and the Atlantic Beach Conference. Locally, there was a one-day pre-service orientation session for members of the teaching team and their aides. This year's curriculum; "Family and Community Life" was developed by a planning team of staff members. Some planning and preparation time was allotted each day while the aides worked with the students.

V. OTHER SERVICES

The home-school coordinator visited the camps and enrolled approximately 95% of the available migrant children. He began developing a good relationship with the migrant workers. Parents were involved in the program through an open house, invitations to visit classes, invitations to attend the performance of Hansel and Gretel, and a pre-recorded tape of agency services which was sent to the camps. All parents signed their children's performance contracts promptly, indicating their acceptance of the program.

Community support of the program was shown through the assistance provided by individuals and groups, e.g. local business groups provided

remnants for the project. Local churches invited the migrant children to their Bible School. The Department of Health provided dental services, the Department of Social Services aided in finding employment for migrant parents and the Farm Labor Service aided in the location of migrants. The Pamlico project was a member of a local Migrant Council.

I. DISCUSSION OF PROJECT ACTIVITIES

The total program of the Pamlico Migrant Education Project seemed to be concentrated around local objectives two, three, and one in that order. The activities observed demonstrated a serious commitment to improving the self-perception of the students by giving opportunities for both success and recognition. Learning in the program took place by experiences or activities rather than textbooks. The entire program was well integrated. For example, the field trips (primarily local) reinforced the bank and post office instruction from "classes". The children were given the opportunity to make practical use of their arithmetic knowledge by filling out deposit slips and in measuring distances in the carpentry shop. Language arts instruction resulted in the writing of letters.

The local evaluation team reported that after a few days the migrants and the Title I children got along well together. Site team members supported this observation. The claim was made that the attention span of the migrants was extended as a result of program integration. This was more difficult to document. In any case, observers were agreed that benefits exceeded liabilities for the integrated programs. The local staff and the state migrant office, however, have the responsibility of making sure that the benefits to the migrants under ESEA Title I equal the benefits to the Title I students from the migrant program.

The physical setting was commendably informal. The scheduling was relatively rigid. Children moved from one room to another by the clock. Sometimes students were interrupted in the middle of a learning

activity. The evaluation suggested that this procedure could be re-examined in the light of the objective of increasing attention spans. The team teaching was considered beneficial by both local staff and evaluators. It could be more effective in the future if the planning team can come up with methods to decrease the amount of time that the teachers are doing all of the talking.

The reward system was highly developed and worked well in this program. Especially noteworthy was the provision of rewards such as books, activities and field trips in addition to the more common rewards of candy and fruit. Inspection of the local evaluation indicates an overemphasis on behavior or discipline in the reward system. The writers would suggest adding more instructional goals to the reward system for next years' operation.

The videotaping of activities probably should be considered experimental this year. There was no doubt that the procedure interested the students and helped to overcome shyness. The question to be considered for next year is, "How can the videotape best be used in <u>all</u> aspects of the program i.e. instruction, teacher performance, and evaluation?"

The Pamlico Project deserves praise for two aspects which tend to be ignored by many projects - a local evaluation and planning for wise use of time when enrollments are not sufficient for efficient operation of a planned program.

Enrollments (27) almost reached the estimate (30) this year. Still the project (without the ESEA combination) appeared over-staffed.

In summary, this project did an excellent job of meeting its

overall objectives. Most site team comments were aimed at program improvements. Some attention probably should be given to management decisions such as a combination of projects with size of staff provided from both sources. The local evaluation would have been even more valuable had a needs assessment been included.

In terms of state objectives, this project heavily emphasized numbers two, four, and six with lesser emphasis on one and three.

Objective number eight, community relations, was cited as most in need of more concentration.

II. RECOMMENDATIONS

The project staff recommends:

(1) Make better use of local resources. (2) Provide more opportunities for home activities such as cooking and sewing for the older groups. (3) Provide some form of recreation in the camp for the older teenage group at night. (4) Provide night activities that would involve migrant families and families of the local communities. (5) Coordinate the provision of take home instructional materials for the parents in budgeting, economical food preparation, sanitation, and hygiene.

The site teams recommends:

(1) Developing some type of needs assessment prior to developing the instructional program. (2) Continue local planning and evaluation. (3) Continue ESEA and migrant program integration while better documenting services provided for migrants by the ESEA program. (4) Reaccess staff requirements in light of enrollments.

A

PASQUOTANK ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - July 30
Days & Hours Operated: 7:30 a.m. - 4:15 p.m. M T W T F
[1]Total Days of Operation: 30
Estimated Enrollment: 120
Actual Enrollment: 129

[2]Average Daily Attendance: 104
[2]Sum of Daily Attendance: 3136

Type of Migrant:
Interstate: 38
Intrastate: 60
5 Year Provision: 31

[3]Average Length of Membership: 34
Maximum Membership: 129

Migrant Students Traveling in Family Groups: 81 Girls: 53 Boys: 76

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-time	No.	Percent of time Paid
Supervisor	1	100%			
Teachers	6	100%			
Bus Drivers	2	100%			
Custodian	1	100%			
Dietitian	1	100%			
Dietitian Assistant	1	100%			
Teacher-Aides	4	100%			
Nurse Aide	1	100%			

Total full-time equivalent paid staff: 17
Teacher-pupil Ratio: 1 : 21.5
Staff-pupil Ratio: 1 : 7.6

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13	14
Number:	1	7	8	13	25	13	14	20	12	9	5	2

* Age Not Indicated

Average Age of Student: 8.5

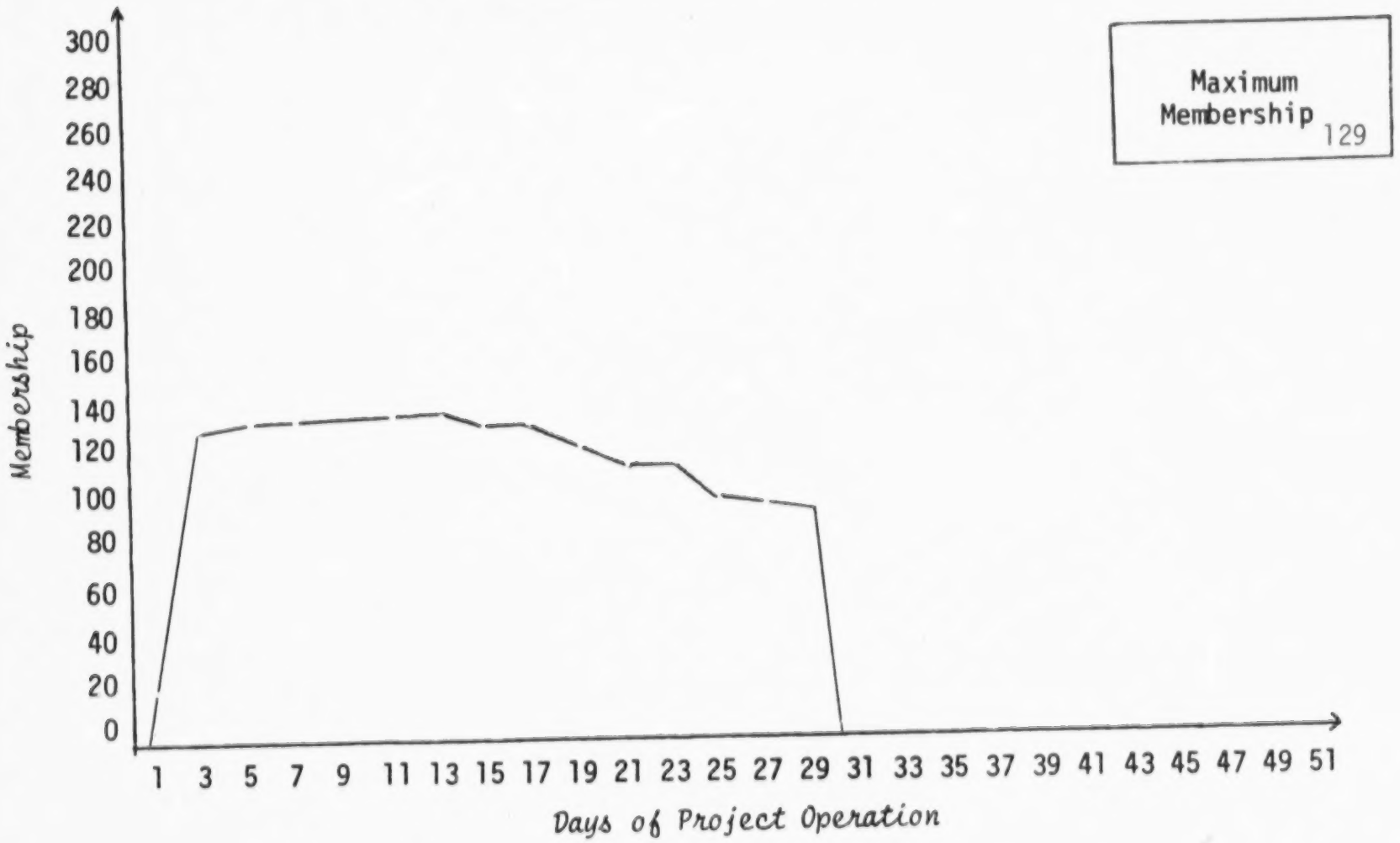
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

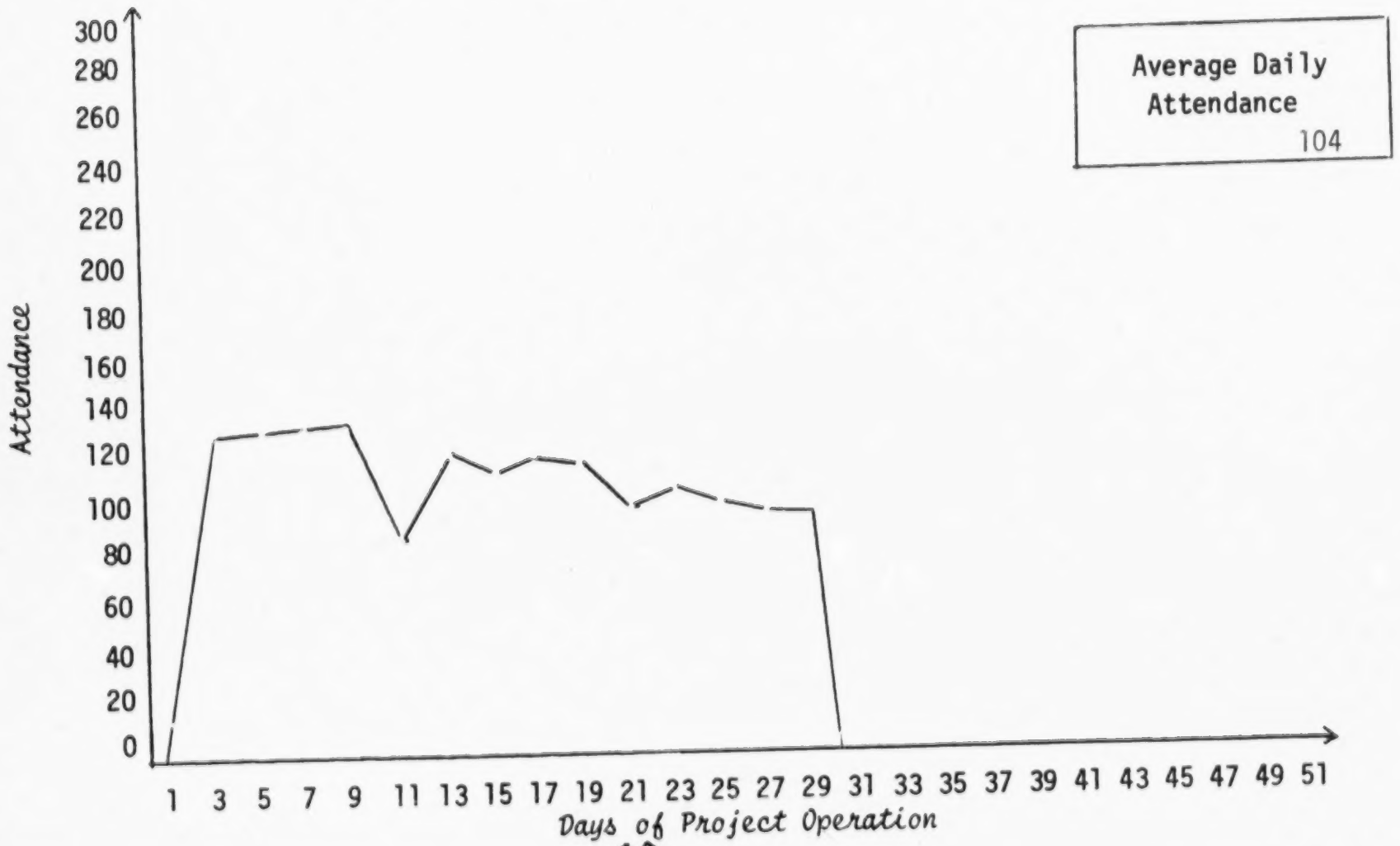
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

Pasquotank E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



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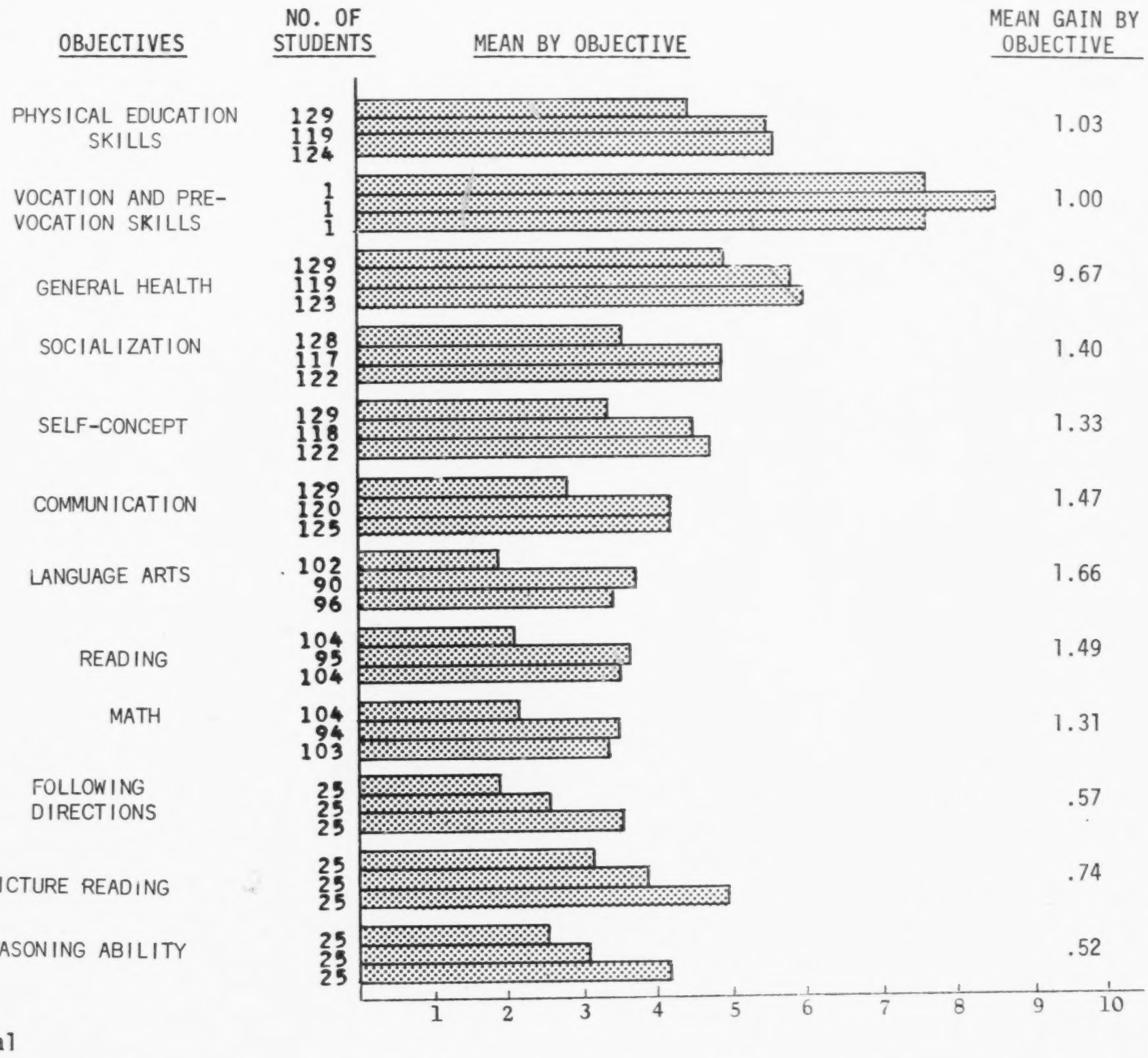

STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

ELIZABETH CITY-PASQUOTANK SUMMER MIGRANT EDUCATION PROJECT
PASQUOTANK ELEMENTARY SCHOOL
ELIZABETH CITY, NORTH CAROLINA

Superintendent: Dr. B. Paul Hammack
Project Director: Milton Sawyer
Program Supervisor: D. C. Freeman

Site Team Members: Arch Manning
C. C. Lipscomb
John Bolton
Fred Manley
Abbie Krystall

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

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Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

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6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

The Elizabeth City-Pasquotank Migrant Education Project selected the following specific behavioral objectives for emphasis this summer. There are nine objectives pertaining to health and physical education; seven related to language arts; seven in the area of self-concept; six in science and math; five relating to cultural arts; and four unclassified objectives.

1. The student will demonstrate an interest in verbal learning by voluntarily listening to stories, poems, records, etc.
2. After viewing a film or a set of pictures, the student will demonstrate his time orientation by naming the season which was illustrated.
3. Given a list of directions for a specific task, the student will follow the steps necessary to perform the task.
4. Given orally a vocabulary word with a single vowel, the student will be able to orally substitute a different vowel in order to form a new word (bad - bed, set - sit, but - bet) etc.
5. Given a color chart, the student will identify the primary colors.
6. The student will orally demonstrate language skills by explaining a personal experience to the class or to the teacher.
7. The student will demonstrate the differences between the concepts "over," "behind," and "beneath" by manipulating two objects (box and toy) in response to each concept when the word is given orally.
8. Given the viewing of an appropriate film, the student will orally describe a feeling of empathy for one or more of the characters.
9. The student will indicate positive feelings (of comfort) toward the school situation by his response to questions about his feelings about the school.
10. Given oral instructions, the student will successfully set up and operate any type of audio-visual or teaching machine.
11. In a role playing situation, a student will perform and identify various facial expressions (happy, bored, sad, tired, disgusted).
12. The child will demonstrate an interest in the program by inviting parents to attend any activity planned for parents.

13. The child will demonstrate a positive self-concept by his response to a suggestion that a teacher visit his parents.

14. The child will share and take turns willingly when the class is involved in any physical education activity.

15. Given a set of objects, the student will compare them and name the longest, shortest, tallest, widest, heaviest, and lightest.

16. Given two sets of objects or pictures, the child will compare the numbers of members in each set and tell which has more or fewer members or if the sets are of the same size.

17. Given a whole number 0 through 99, the child will read and write the number.

18. Given a subtraction problem, such as 14 - 8 = ____, the student is able to construct a set of 14 objects, remove a subset of 8 members, and name the cardinal number of the remaining subset.

19. Given a column additions and subtractions involving two digit numerals, the student will name the sums and differences. For example:

21	37
+65	-14

20. Given a whole number between three and one hundred, the student will
    (a) classify it as even or odd
    (b) write it as a sum of prime numbers

21. Given an appropriate film or series of still pictures, the student will select and explain those depicted situations which are dangerous or hazardous.

22. The child will illustrate a familarity with group games by forming and leading a group for a desired activity.

23. The child will voluntarily compete in one sport with a group of his peers.

24. Given a list of rules and a brief description of a sport, the student will identify the sport to which they apply.

25. The student (age 5-6) will run in proper form with a group, without falling, while changing pace, or direction.

26. The student (age 5-6) will jump a long rope turned by others several times without missing.

27. The child will show courage and self-confidence by performing new physical education body movements.

28. The child (age 7-8) will throw and accurately catch a volleyball or playground ball with a partner 15-20 feet away.

29. The child (age 11-13) will successfully perform in an organized group sport (soccer, touch football, basketball, volleyball, or softball).

30. The student will demonstrate an interest in activities requiring body movement by voluntarily participating in such activities as dancing, pantomime, and sports activities.

31. The student will demonstrate appreciation of music by performing free body movement (as opposed to structured dancing) to music of varying moods.

32. When exposed to a series of art objects, (mobiles, paintings, sculpture, etc.) the child will orally appraise one object in terms of his own value system.

33. Given appropriate art experiences, the student will display developing skills by verbally describing what he has seen.

34. Given appropriate instruction, the child will discuss techniques for decorating a classroom with student art work.

35. Given a field trip through industrial and business sections of town, the student will correctly associate certain occupations with the particular type of buildings.

36. To teach the child good citizenship (sharing, getting along with others).

37. To teach the child certain responsibilities concerning school property and the belongings of others.

38. To develop an esthetic appreciation of the world of nature.

III. INSTRUCTIONAL PROGRAM

The Elizabeth City-Pasquotank Instructional Program was conducted in one wing (six rooms) of the Pasquotank Elementary School building. The cafeteria and one "music room" were the only rooms utilized in the rest of the school except for storage of donated clothing. Physical education was conducted outside and in a new metal building about half the size of a school gym. The program supervisor used the principal's office where a phone was available.

Enrollment this year (129) exceeded last year's enrollment by ten students. The average daily attendance increased 75 in 1970 to 104 in 1971.

The teaching staff was reduced with the consequence that some of the staff assumed additional duties.

The migrant students were divided into five classes on the basis of age: 1) 4 and 5 year-olds (kindergarten), 2) 6 and 7 year-olds, 3) 8 and 9 year-olds, 4) 10 and 11 year-olds, and 5) 11 to 13 year-olds. Within some of the classes, students were grouped according to ability, usually on the basis of teacher assessment of reading ability.

With the possible exception of the kindergarten, all rooms were well supplied with materials and equipment. Additional equipment and films were stored in the sixth classroom which also was used by the nurse's aide for health instruction and treatment of minor health problems. Although each classroom was different, all apparently had been set up in accordance with the concept of learning centers. The average class included approximately twenty-five children and had one teacher and one aide. In the two classes for ten through fourteen year-olds, teachers shared the services of one aide.

Varied class organizations were used during daily activities. Entire classes participated in activities ranging from instructional films through choral reading. At other times, small groups worked on varied activities. In one class of 27, the teacher and aide were observed supervising no less than six separate activities ranging from a puppet show to using a listening center for language arts instruction. During certain times, children were allowed to select activities, but teacher guidance was apparent throughout the instruction. The evaluators detected considerable differences in organization of activities between classes.

Kindergarten children with short attention spans relied more on teacher direction than some of the older children. These children responded well to classroom activities in which they could participate either verbally

or physically. They were observed interpreting a silent film strip in response to teacher questions, discussing their recent field trip to the zoo, and exercising to music.

For all classes, music and art were used within the classroom as the teacher designated. One teacher had the additional responsibility of music instruction for each class according to her schedule. This was probably a weekly activity for the students since the teacher also was responsible for her own class daily. Physical education was offered daily for all students. The male instructor gathered entire classes and took them outside or to the gym. During the observations, the students went through prescribed routines for skill development. Activities included tumbling, calisthenics, walking balance beam, and climbing ropes. Both boys and girls could successfully complete most of the routines. Students familiar with the activities were selected to lead the group and to demonstrate. On Fridays each group was allowed to chose activities or games.

Most of the instructional activities observed in the elementary classrooms were in the language arts or math areas. One group of boys was working on a model of an airport. Evidence of cultural enrichment activities were abundant on bulletin boards and all other available wall space in the rooms. The displays ranged from pictures of black leaders to maps of migration.

Many teacher (and pupil)-made materials were used in instruction. In one class, language arts was taught through the use of pupil written stories. In another class, puppet shows were used. Another teacher was using a film on the parts of speech. Math was taught through the use of memographed worksheets so that individual students could work on different assignments. A self-test from a magazine was used in the instruction. In the teaching of history to a small group, the teacher was emphasizing reading for knowledge rather than for reading skills.

Field trips were used to support the in-class activities. Approximately one trip per week was taken, many of them to Norfolk.

Student acceptance of the program was good. All children were given a chance to participate and to operate equipment. Most were actively involved and not easily disrupted.

IV. SUPPORTIVE SERVICES

Transportation to and from school and on field trips was provided by the two drivers of the migrant program using two Title I activity buses. The two lunchroom workers served breakfast, lunch, and a snack to each child daily. The Pasquotank project participated in the USDA commodities and special food services programs.

Recreational activities were part of the instructional program in physical education and field trips.

A nurses aide was responsible for the health aspects of the program. She treated minor problems, scheduled examinations and treatments and provided some of the transportation to medical facilities. Some medical and dental services were provided by the Department of Health. The North Carolina Council of Churches also helped with the health needs and provided used clothing. Some new clothing was purchased by the project.

The project staff complied with all the reporting requirements including the record transfer system. In addition, each teacher wrote a subjective evaluation of her class for the evaluation teams. The director complied with a request to supply black and white pictures of the classroom activities.

Representatives of the project attended the Grifton Planning Conferences and the Behavior Modification Conference. Most of the staff attended

the Atlantic Beach Conference. Local pre-service training was limited due to the fact that the summer program began immediately after the Atlantic Beach Conference. Most of the local training concentrated on general orientation and record keeping. Some planning sessions were held after the project operation.

V. OTHER SERVICES

The Elizabeth City-Pasquotank Project apparently was more oriented to instruction than services. Due to limitations of staff, the project supervisor also served as home-school coordinator. He and the nurse visited some of the homes. The Employment Security Commission aided the project in locating migrants and the Farm Labor Service helped to disseminate information. Local medical services and the North Carolina Council of Churches were also minimally involved with the project's operations.

Parental involvement in the project left much to be desired. Few parents showed up when asked to come view the classroom programs. Some parents did serve as chaperones on the field trips.

There apparently was more contact with the migrants and growers than with the community at large. Dissemination was not a major concern. Most dissemination was through personal contact.

I. DISCUSSION OF PROJECT ACTIVITIES

The Pasquotank Project was first visited on July 8, the second visit was approximately three weeks later. Two of the site team members made both visits. On the first visit, the program supervisor was necessarily absent, and the remainder of the staff appeared constantly busy with the large number of students in their classes. Observations during this visit yielded only tentative conclusions.

On the second visit, the evaluators perceived the situation quite differently. There seemed to be more organization and more confidence about handling a relatively heavy class load with flexible teaching methods. The program and classroom operations were changed only slightly. Perhaps the change was due to differences in the interactions between the evaluators and the staff. On the first visit there was some tendency to blame the evaluation team, as representatives of the State Migrant Operation, for the high pupil load.

The overall impression of the Pasquotank Project was of a project with commendable procedures for individualization and unstructured classrooms which would have been more effective with additional teachers and aides. Many interesting and effective teaching techniques were observed during both visits. The learning centers were designed for student use and there was no hesitation on the part of the teachers to allow the students to set up and use the equipment and materials. Students were also given specific responsibilities in some classes. Teachers drew on the experiences of the children for many of the activities. Field trips were not isolated from classroom teaching. Rather they provided common experience for instruction. The trip to the Norfolk Zoo was followed up by a science lesson on animals. Students' names were used frequently, and instruction was also related to current news items.

Many teacher-made materials were used. The alphabet was taught through the use of a home-made game similar to bingo. Many of the reading materials were prepared by the teachers or the students. The observed math instruction for the older groups was a modification of commercially prepared individualized instruction materials.

As mentioned in the program section, classes were self-contained except for physical education and music. This bothered some of the site team members as did the indication that each class was organized differently. Two teachers were observed teaching a certain subject. One teacher was emphasizing writing from direct experienc- while the other selected a formalized presentation of the same subject. Whereas these two methods of instruction were both adequate, there seemed to be little indication that the teachers consulted each other on the most relevant and effective way to achieve the same end result. This also posed the question regarding the continuity of instruction. Although each teacher should present materials in a way relevant to the needs of those in a particular class, there is much to gain from combined teacher interaction in achieving the over-all goals of the entire program as opposed to goals set for one particular section.

No one questioned the individual planning which had obviously preceeded operations. Two of the evaluators felt that an observed language arts film was too rigid for use in the migrant program. (Quite a quantity of films were made available to the project.)

The site teams made no attempt to deal with all the numerous specific objectives. It is suggested that for next year's proposal these be grouped into categories with better indications of the major thrust of the project. It was judged that the project was doing a good job in meeting State objectives: number three (academic areas), number one (communication skills),

number two (kindergarten), and number four (self-concept). The Pasquotank Project was doing more with objective number six (cultural differences) than many projects although one evaluator felt that the Mexican-Americans were slightly overlooked in this aspect. Physical education was judged outstanding by all evaluators.

In this instructional program, supportive services objectives, except for number seven (records) and number nine (medical and nutritional) could be improved.

In summary, the project was viewed as doing a good job meeting State Instructional Objectives in the face of a considerable teaching load. All staff and evaluators suggested that this load should be reduced. The evaluators additionally suggested that more group planning would be beneficial. In the service area, next year's project, if adequately staffed, should devote more efforts toward home-school and home-community relations.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. Supplying more teachers and aides
2. Concentrate pre-service and in-service training (and evaluation) on project improvement through the use of demonstrations
3. Earlier appointments of the staff
4. Provide more conferences for staff members during the school year

The Evaluators Recommends:

1. Holding more total staff meetings at the local level
2. Writing proposal so that objectives are directly related to activities and supplying all staff members with a copy of sections eleven and twelve of the proposal upon hiring
3. Reduction of the teacher-student ratio
4. Consider the use of NYC students as non-instructional aides
5. Continue to provide a program of individualized instruction and learning centers
6. Consider the possibility of obtaining more space or a "better" school

A

ROBESON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 8 - August 3
Days & Hours Operated: 8:00 a.m. - 12:30 p.m. M T W T
[1]Total Days of Operation: 41
Estimated Enrollment: 117
Actual Enrollment: 116

[2]Average Daily Attendance: 104
[2]Sum of Daily Attendance: 4295

Type of Migrant:
Interstate: 2
Intrastate: 110
5 Year Provision: 4

[3]Average Length of Membership: 52
Maximum Membership: 116

Migrant Students Traveling in Family Groups: 116

Girls: 52
Boys: 64

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Coordinator	1	100%	Teachers	12	50%
Secretary	1	100%			

Total full-time equivalent staff: 8
Teacher-pupil Ratio: 1 : 19.3 *
Staff-pupil Ratio: 1 : 14.5

Number of Students by Age

Age:	5	6	7	8	9	10	11	12	13	14	15	16
Number:	2	9	8	12	13	14	15	14	14	8	5	2

Average Age of Student: 10.4

[1] This number indicates only total days of operation (not calendar days).

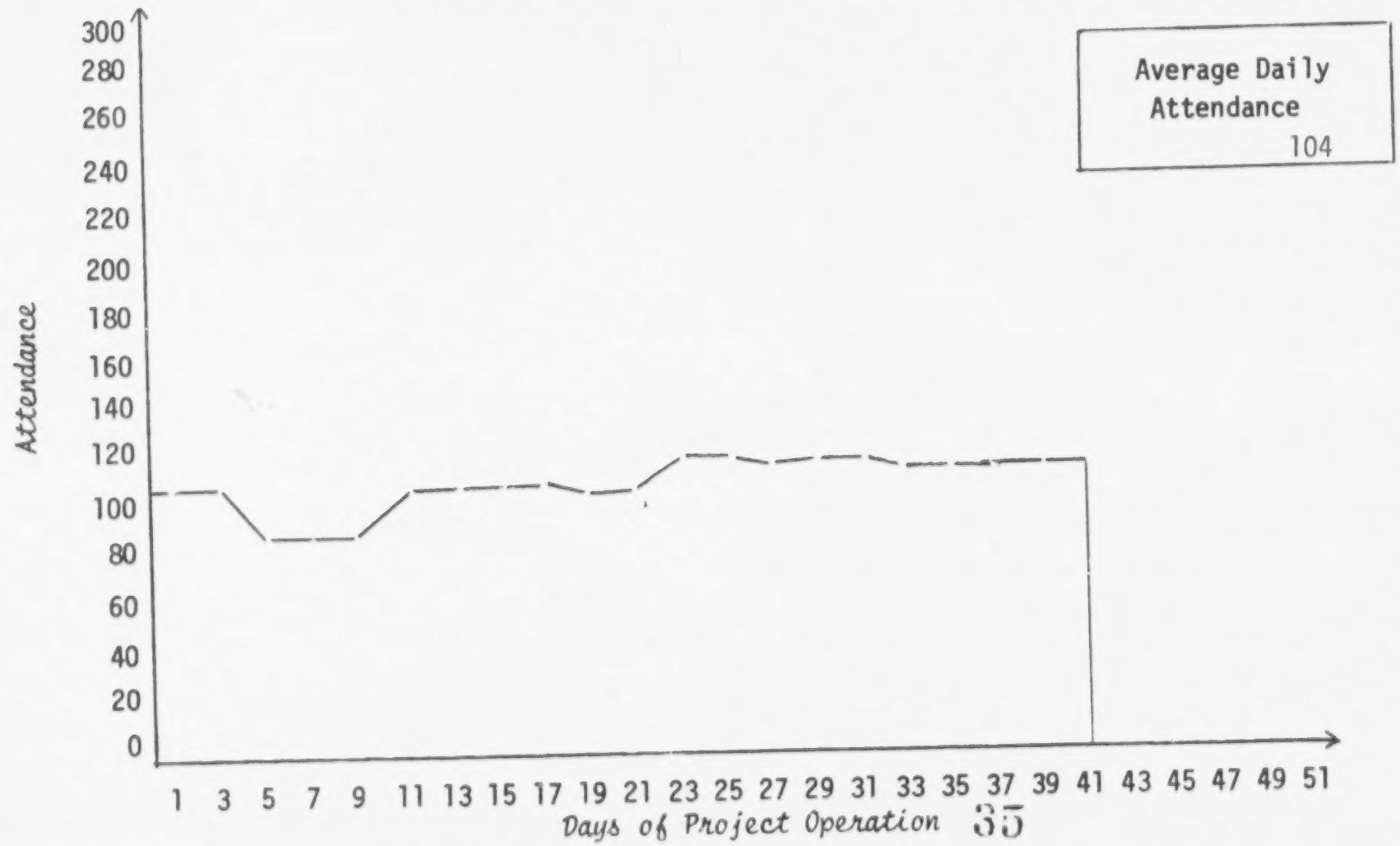
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

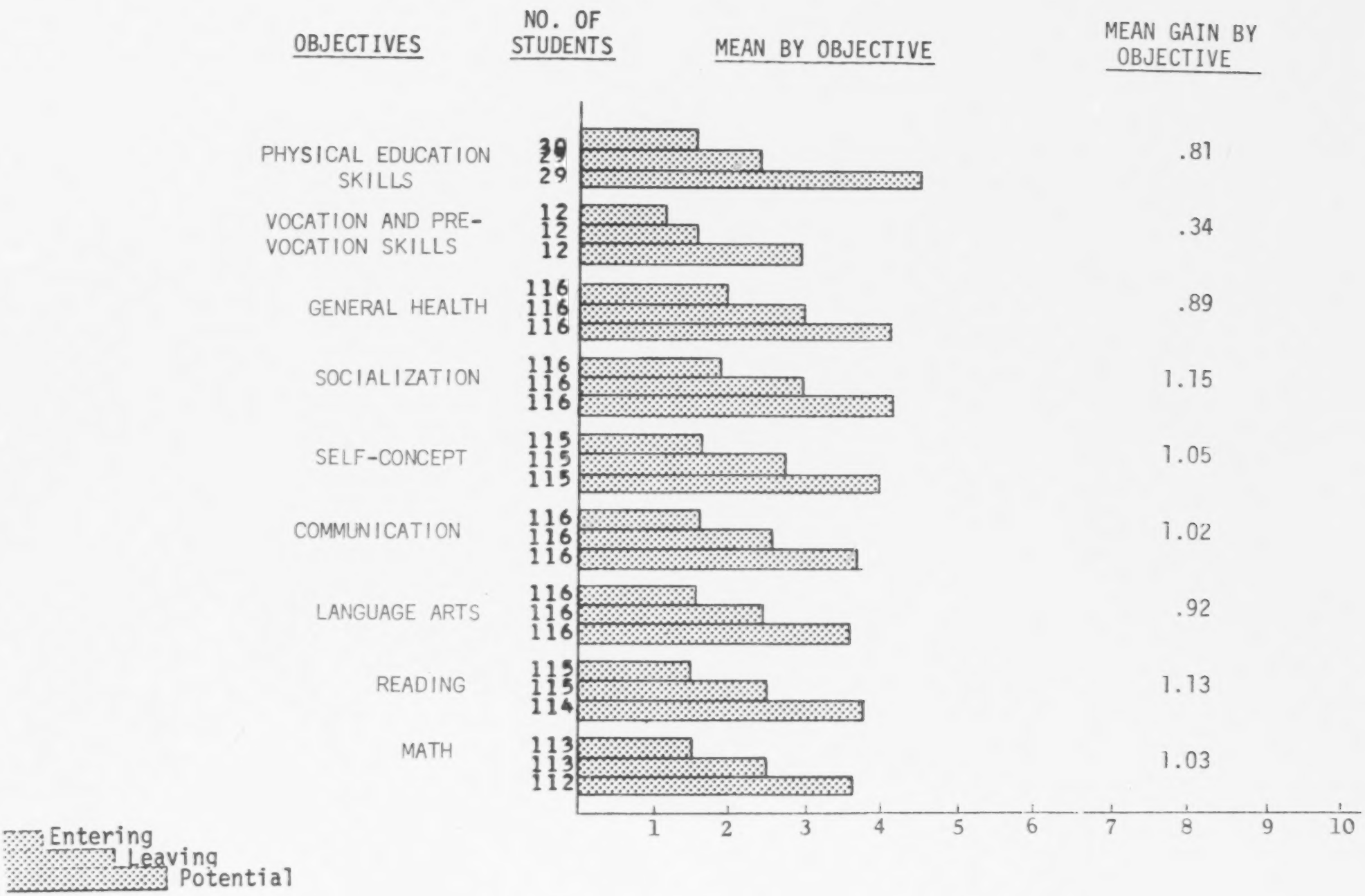
* Teacher-pupil Ratio calculated on the basis of 6 full-time or 12 half-time teachers.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Robeson E.

PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



ROBERSON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

ROBESON COUNTY SUMMER MIGRANT EDUCATION PROJECT
ROBESON COUNTY, NORTH CAROLINA

Superintendent: Y. H. Allen
Project Director: Albert Hunt
Project Coordinator: J. Mark Brooks

Site Team Members: Y. A. Taylor
W. J. Brown, Jr.
Sarah Johnson
B. F. Crawford
Malcolm L. Williams
John Bolton

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To improve child's performance in reading and related areas.
2. To increase students' expectation of success in school.
3. To help students build a wholesome self-image.
4. To broaden the cultural experiences of the migrant child.

III. INSTRUCTIONAL PROGRAM

The Robeson County Summer Migrant Program was the only tutorial program for elementary-aged children in North Carolina this year. The program was designed to provide instruction for students from seven through fourteen years of age. Since instruction was held in the migrant homes, other siblings were enrolled and the program actually served children from five through sixteen years. Twelve teachers were employed for four half-days per week of instruction. Friday was set aside for in-service activities in the county school offices. Each teacher set up a "classroom in a car" and was assigned a scheduled routing which included an average of eleven students. Actual weekly instructional time per child ranged from one and one-half to over three hours depending upon how many students were served during each teaching session.

The primary emphasis of the instructional portion of the project was to raise the reading level of the migrant students. Each student was provided from one to four supplementary reading books and "workbook-type" materials. Students were anxious to share their accomplishment with the site team members. It was apparent, however, that work in any quantity depended upon the presence of the teacher. Some of the older students left the fields only when the teacher arrived.

Varying methods and techniques were used by the teachers. All teachers, however, were able to give individual attention to each child at some time during a regular instructional session. One site team member noted that one teacher took his wife along and that she instructed the young children while he taught the enrolled migrants. The instruction was not limited to the books and exercises. Oral language development was encouraged through conversations initiated by teachers and pupils. Some art and music experiences were provided during the sessions. Filmstrip projectors, record players and tape recorders were used by the teachers on a rotation basis.

Some of the site team members noted that even though many of the activities were designed to improve children's attitudes toward teachers and school, many students failed to comprehend the relationship of this program with school as they knew it. As one child put it; "I love the teacher that comes, ... but I still hate school."

The local board of education had a model classroom and a planetarium available near the central offices. These were used for varying size groups of migrant children for movies, music and other activities. Other activities involving transportation of children included visits to the fire station, Pepsi Cola plant, a cookout, and a trip for approximately 100 students to Wilmington where they visited the battleship and a zoo.

One of the major benefits of the tutorial operation, noted by all the evaluators, was the parental involvement. At the least, parents were involved in the scheduling of the visits and the provision of space for the instructional sessions. Some parents became considerably more involved, even to the extent of studying along with their children. The teachers reported considerable interaction with interested parents.

IV. SUPPORTIVE SERVICES

Since school facilities were not used for the basic instructional phase of the Robeson Project, transportation was provided for the teachers rather than the students. Teachers were paid mileage for use of personal cars. Transportation for students was provided for field trips and to and from the model classroom at the central office when group activities were scheduled.

Food was not provided for the migrant students except for the cookout. Tennis shoes were provided for students by the Goodrich factory in Lumberton.

Health services provided were limited, although teachers were alert for any health defects. Special attention was given to defects related to sensory organs -- speech, sight, and hearing. Most problems were handled by referrals to the Department of Health or the Department of Mental Health. Also in the area of health, some assistance was provided by three Title I nurses. The Department of Social Services cooperated with the migrant education project when contacts with parents turned up instances of needs within the scope of that agency.

Records were kept on the students but apparently little use was made of these records after the project was terminated. The staff cooperated fully in reporting to the State for evaluative and program purposes.

The staff attended several conferences (Grifton, Virginia Beach, Atlantic Beach) prior to the opening of the program. Areas stressed within these conferences relating directly to the teachers included demonstration classrooms, group discussions and behavior modification sessions. During the program the instructors reserved Friday as a non-teaching day. Each Friday

a workshop was held and the teachers discussed problems, successes, etc. with each other and formed recommendations to assist one another in providing a better program. Post-service training involved an evaluation of this year's program and plans for next year's program.

V. OTHER SERVICES

There was very little general community involvement due primarily to the large geographic area to be covered. There were no migrant communities as such but rather many tenant farms and farmers. Most of the migrants were intrastate. There was a local advisory council but it was not active. Most of the community involvement came from the Health Department, Social Services Department, local churches and the county school system. Contact with growers was limited.

Parental participation was better. Evaluators noted that most parents accepted the teachers and the program and provided work space for the program within their homes. A good rapport was established between the staff and parents mainly through the personal contact involved in this type program. Many parents were grateful that the teachers cared enough to do what they were doing. Several of the parents assisted on field trips and, as mentioned previously, one mother was receiving instruction herself from the teacher.

Dissemination was accomplished primarily through personal contact with community leaders, growers, and through newspaper articles.

I. DISCUSSION OF PROJECT ACTIVITIES

The evaluators agreed that the teachers were adequately meeting the intent of the local project objectives. Several visitors suggested that the phrase "related areas" in the primary objectives -- "To improve the child's performance in reading and related areas" -- should have been more specific. It was noted that the areas of music and art were part of the curriculum and that some of the teachers were teaching math. As would be expected from the project design, reading was judged the most effective portion of the program. Considerable variation was noted between the methods used by various teachers. The Friday in-service meeting was considered almost essential for a project of this type. This was the only means of keeping teachers in touch with the overall project and allowing for interactions. Results from these meetings should be most beneficial for improving the program especially in the area of methods of teaching reading.

The first site team critically noted that materials ordered specifically for the tutorial operation had not been delivered by July 25th. In programs operational for only a relatively short period, these matters are considered critical. Materials can be ordered as soon as project proposals are approved.

In the Robeson project, students expectations of success was supported by individual attention and choice of materials based on the student's capabilities. The contact and flexibility of the sessions helped to bolster the self-image of the students.

Broadening of cultural experiences (other than by books and media presentations) was limited to the previously described trips to the model

classroom and to the field trips and cookouts. Most of the site team members believed that such activities should be expanded in the future. One evaluator suggested that the benefits of a flexible program within a school setting might be more important than transportation difficulties. The concensus, however, was that an expansion of the model classroom activities and field trips could achieve many beneficial results without sacrificing the commendable parental contact through the tutorial program.

The supportive services areas of this project were relatively weak compared to State migrant objectives. The basics, except for food service, were provided for and administered.

The total project was viewed as most effective in the areas of reading and betterment of self-image. All teachers were dedicated and effective in an operation which demanded much of the individual teacher. Parent-school relationships were a major strength of the project as was the built-in flexibility and individualization of the teaching. Group activities and field trips were good but probably should be used more frequently. Teacher in-service met a real need and should begin to result in knowledge of the more successful methods recommended for future operations. The State level workshops were probably only partially effective for the training needs of this unique operation. Supportive services could be improved in the project framework as observed this summer. Changes in the service area, however, should be based on assessed <u>local</u> student needs.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. All staff members need to attend training conferences.

2. More emphasis placed on learning skills -- Language Arts; reading, writing, spelling, listening, speaking.

3. More opportunities to work together in small groups.

4. A continuous, systematic program of evaluation.

5. Pre-planning sessions held at the local level.

6. Post-evaluation sessions at the local level, with definite recommendations.

The Evaluators Recommends:

1. Make every effort to procure supplies and materials prior to beginning operation.

2. Provide time for local pre-planning sessions.

3. Provide "fun-type" learning materials (separate from formal reading instructional materials) for the children to work on between teaching visits.

4. Provide more field trips and activities within school buildings.

5. Consider an expansion of services in the areas of health and clothing.

6. Prepare project objectives in more detail based on the results of the in-service training sessions.

A

SAMPSON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - July 30
Days & Hours Operated: 8:30 a.m. - 3:30 p.m.
[1]Total Days of Operation: 30
Estimated Enrollment: 200
Actual Enrollment: 282

[2]Average Daily Attendance: 210
[2]Sum of Daily Attendance: 6304

Type of Migrant:
Interstate: 111
Intrastate: 15
5 Year Provision: 156

[3]Average Length of Membership: 32
Maximum Membership: 262

Migrant Students Traveling in Family Groups: 269 Girls: 153 Boys: 129

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-time	No.	Percent of time Paid
Principal	1	100%	Director	1	0%
Teachers	10	100%	PACE Workers	5	0%
Aides	3	100%	NYC Workers	4	0%
Social Worker	1	100%			
Bus Driver	1	100%			
Custodian	1	100%			
Cook	1	100%			
Bus Driver Aides	6	100%			

Total full-time equivalent paid staff: 24
Teacher-pupil Ratio: 1 : 28.2
Staff-pupil Ratio: 1 : 11.8

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13
Number:	8	32	36	35	33	43	36	32	17	9	1

* Age not indicated

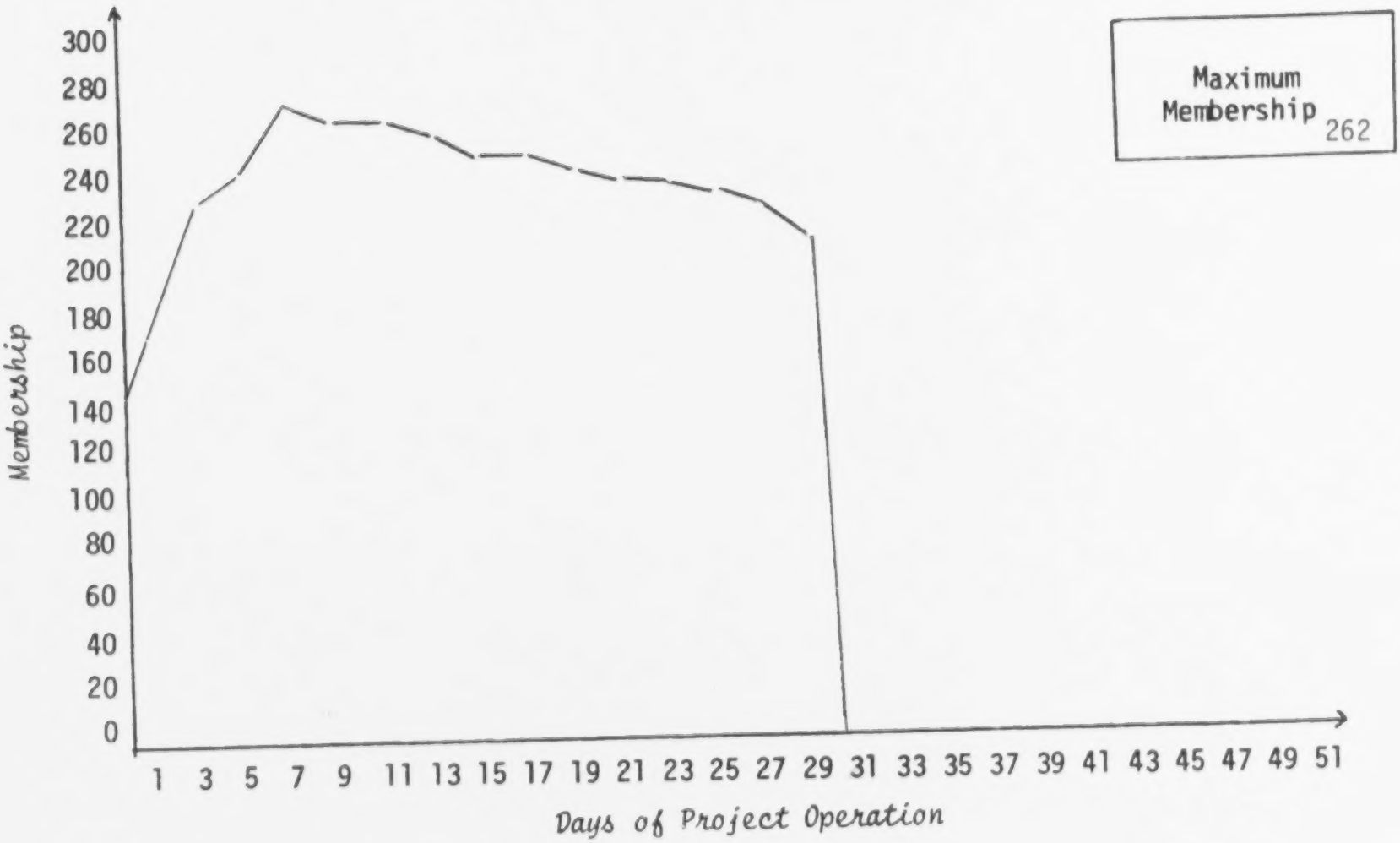
Average age of student: 7.4

[1] This number indicates only total days of operation (not calendar days).

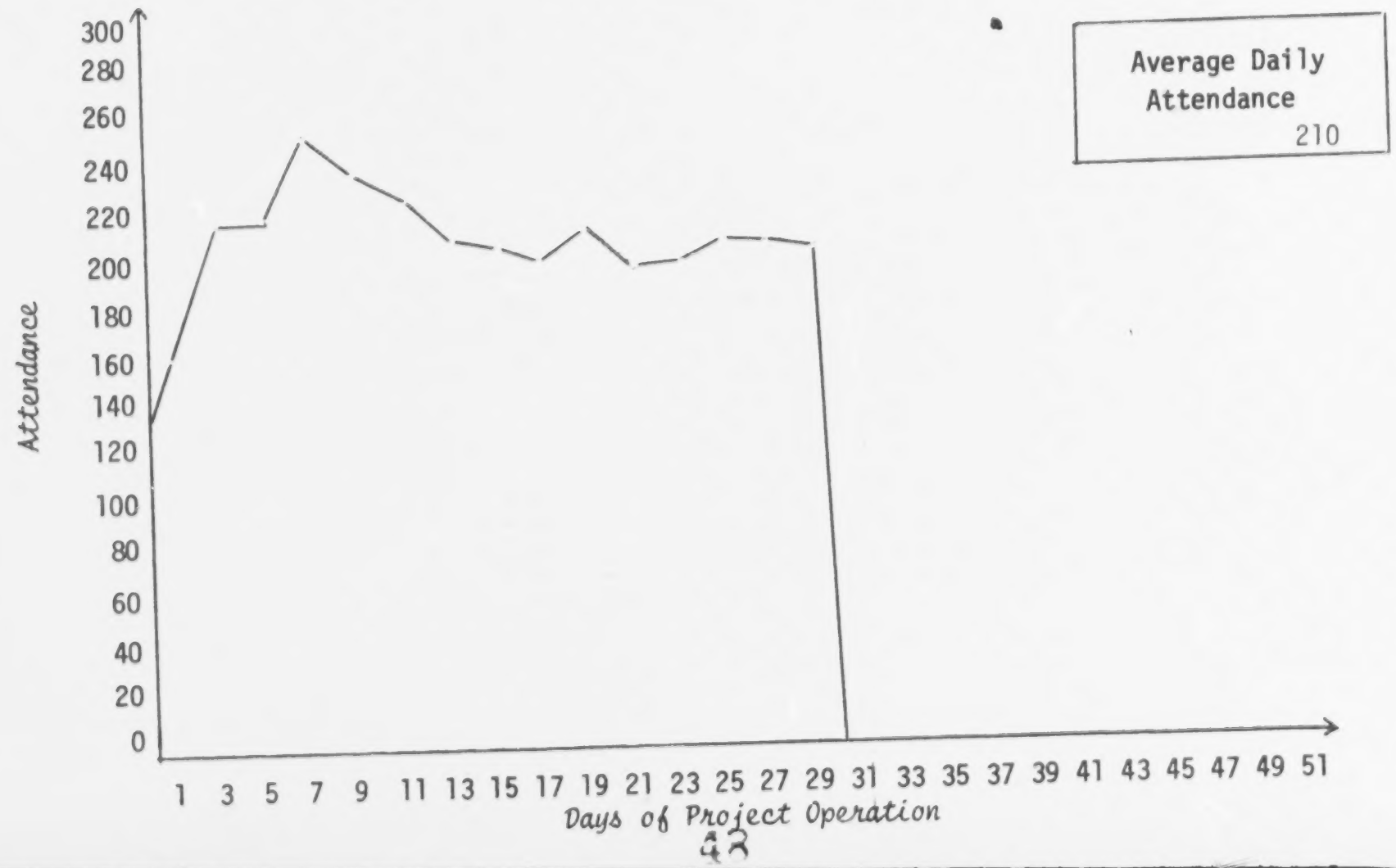
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

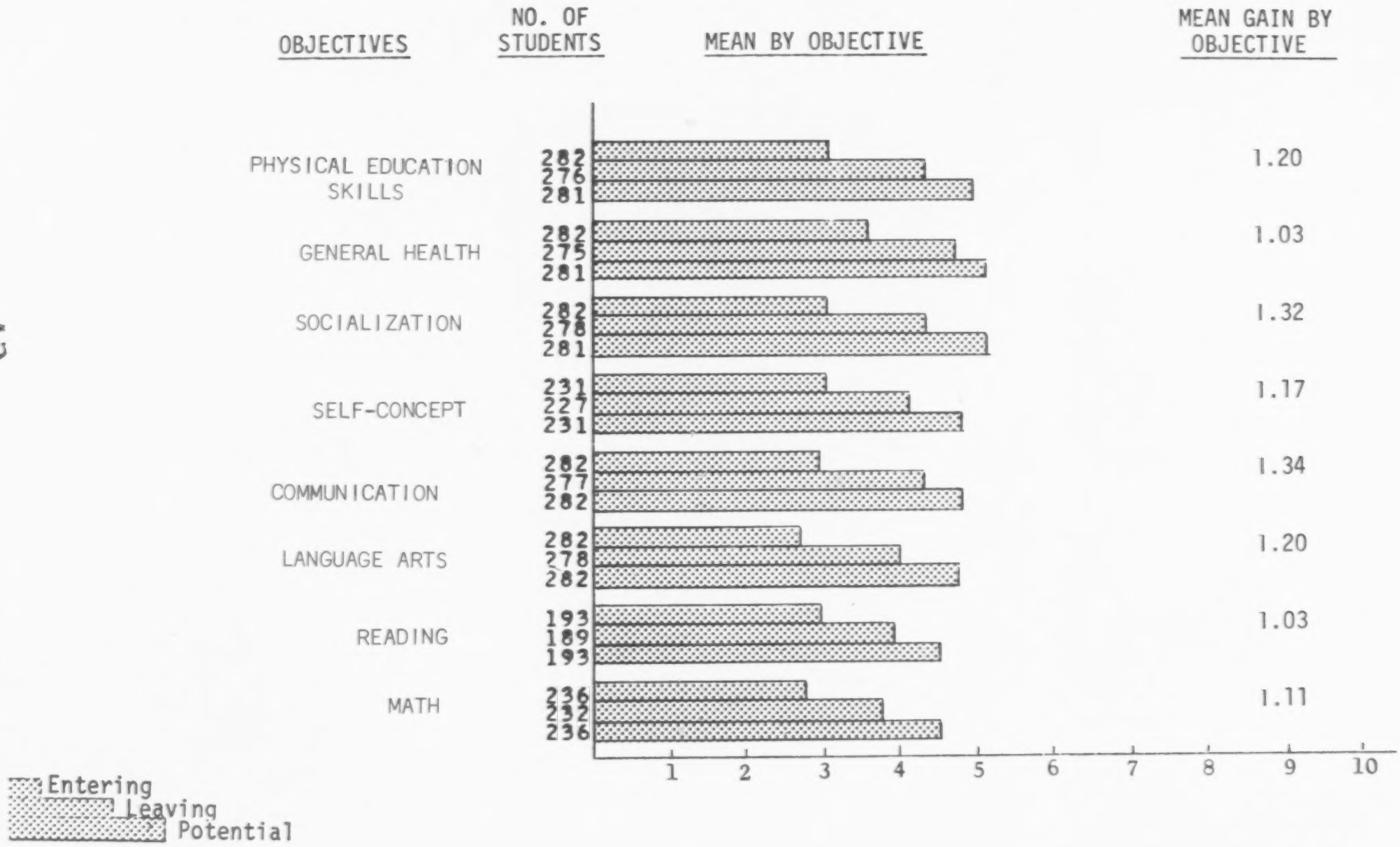
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Sampson E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



SAMPSON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

SAMPSON COUNTY SUMMER MIGRANT EDUCATION PROJECT
HOBBTON ELEMENTARY SCHOOL
NEWTON GROVE, NORTH CAROLINA

Superintendent: David M. Singley
Project Director: Robert C. Owen
Project Principal: Jay B. Henderson

Site team members: Y. A. Taylor
George Shackelford
John Bolton
Sarah Johnson
Virgil Miller

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To improve the migrant child's communicational skills necessary for varying situations by the use of individualized instruction, the use of aides for tutoring, and new and varied situations.

2. To prepare the pre-school child (age 5) experiences which will enable him to function successfully through the use of manipulative objects, playing with other children, and experiences in language development and field trips.

3. To provide each migrant child experiences in language arts, cultural and social development and self-concept through improved instruction by teachers, the use of aides for tutoring and by using new and varied supplies.

4. To provide dental, medical, nutritional and psychological services for migrant students.

5. To establish relationships between the project staff and the homes through visits by a home-school coordinator.

III. INSTRUCTIONAL PROGRAM

This year the Sampson County Summer Migrant Education Program was concentrated at the Hobbton Elementary School in Newton Grove. The school facilities were excellent, the building relatively new, completely air-conditioned, and of adequate size for the 282 migrant students who attended the summer program. All facilities of the school were available for the migrant operation.

The instructional program included the subjects of: Language Arts, math, music, and arts and crafts. The emphasis seemed to be on varied approaches to language arts. This "language experiences" approach included the use of learning centers, various types of media materials and a wide range of printed materials.

Students were grouped on the basis of age and with such a large number of classes (nine at the time of the first visit), the grouping resulted in grade level placement for the majority of the students. Actual enrollment exceeded estimates by 82 students. More Spanish-speaking students were enrolled

than anticipated. Some small group work was observed in various classrooms by the evaluation teams. Individual tutoring was limited. This was due, at least in part, to high enrollments and student teacher ratio.

Language arts activities observed during the visits included: verbal interpretation of art, encouragement of verbal interaction among students by the use of cooperative writing, use of questions in an attempt to relate classroom activities to personal experiences of students, teaching vocabulary through the use of pictures, extensive use of films, videotaping of students reactions to a poem and the use of tape recorders in language development.

Materials were abundant in most classrooms and there was a well stocked library. Each teacher, however, seemed to be using books of her own selection. Most of the classrooms included at least one interest center. Materials other than that in the centers, however, appeared new and available for student use only on teacher direction. The situation in the kindergarten classes was more open than in classes of older students.

A typical classroom contained one teacher, one aide and approximately twenty-five students. Some of the teachers used the contract system to encourage individual work even though teacher contact on an individual basis was limited. A token-reward system was successfully used by many teachers. The staff was convinced that this system promoted interest, enthusiasm, achievement and good behavioral attitudes among the children. Some of the site team members commended teachers for their attitudes toward children's behavior in various situations. The entire program was well organized and run without the necessity of threats or harsh disciplinary measures.

Music and physical education were favored activities for the students. The physical education which consisted of outside recreation was directed by the teachers and an aide specializing in the subject. Games and skill building

exercises were observed. It was suggested that the program consider a physical education teacher who would also be responsible for instruction in health. The project had a full-time music teacher who worked with classes (with their teachers) on a rotating basis. The evaluators were most impressed at the apparent total involvement of various age groups in musical activities.

Another general portion of the program was assembly period. Students sang, danced, did minor acting (skits) and presented show and tell discussions. It was observed that almost all the students had some part in the program and that some exhibited a great deal of talent.

The instructional program was supported by field trips to Cliffs of the Neuse, Fort Bragg, Seymour Johnson Air Force Base, Wilmington, and Raleigh. Arrangements were made with a local beauty school whereby the older girls received hair treatments.

IV. SUPPORTIVE SERVICES

Six bus driver-aides provided transportation to and from the school. An additional bus driver was responsible for field trip transportation.

Breakfast and lunches were provided for all migrant students. NYC workers were used in the lunchroom enabling the project to prepare all meals utilizing only the (paid) services of one lunchroom worker.

Health services were primarily handled through the Sampson County Health Department. The principal and social worker coordinated referrals. The Health Department held a special night clinic weekly for all migrants. Another agency supplied a full-time nurse and assistant who worked directly with migrant camps. The project itself provided for only minor health services. Clothing was available only for those students in urgent need.

The Sampson County project complied with all required reporting

including the record transfer system and growth sheet data. It was reported that an oral self-examination of the total project was conducted.

Staff pre-service training consisted of attending the Grifton Conferences, and the Atlantic Beach Conference. Project operation began immediately following the conference. Inservice consisted of weekly staff meetings and two special meetings to act on the suggestions of the evaluation teams.

IV. OTHER SERVICES

Coordination and support from the community and other agencies was satisfactory. Through the services made available by the Community Action Council, the program was strengthened by NYC students who drove the buses, assisted in the lunchroom and performed custodial duties. The local Lions Club offered glasses to the indigent children in the program. The Swans Club of Clinton sponsored a PACE worker for the program. The Department of Cosmetology of the Sampson Technical Institute extended its services to the program and a large number of students in the program have gone to the Institute for hair styling and care. Local merchants contributed incentive awards, which were used in the bonus system of the program and a volunteer furnished transportation to those children who lived in an isolated area uncovered by the regular bus services.

The Farm Labor Service provided aid in locating migrants. Grower relations were handled primarily by the principal. Relations were judged adequate by the local staff; very good by the evaluators.

Home-school relations were also good. The parents were cooperative in supplying necessary data on their children. Some attended school activities such as open house and the assembly program. Even though the relations were good, it was felt that more emphasis on expanding the services of the home-school coordinator are in order to adequately inform all parents of the program and the benefits available to them.

Dissemination was implemented through the use of newspapers, personal contacts by the project staff and some public appearances.

C

I. Discussion of Project Activities

The project staff felt that this year's operation was a great improvement over previous operations. Much of the improvement was attributed to techniques and information presented at the conferences. The site team member who visited the project last supported these observations while suggesting continuation in the same "directions." All of the evaluators felt that the project adequately met all five of the local objectives. The planned individualization of instruction was viewed as being severely handicapped by increased enrollments. Nevertheless, successful techniques such as contract teaching, video taping and more use of aides and volunteers were added this year.

An inconsistency of evaluators may have confused some of the staff of the Sampson Project. The first site team suggested that the classroom load could be reduced by setting up classes under competent aides. This was implemented. The second evaluation team recommended a class "A" teacher for each classroom. In the future the local administration may choose to request more teachers or continue to operate with a relatively large number of aides. In the latter event, it might be advisable to free one "lead-teacher" from classroom duties in order to provide full-time supervision and training for the aides. A project coordinator might perform this function provided a home-school coordinator is made responsible for recruitment.

The hiring of a Spanish-speaking aide in response to need was viewed as commendable by local staff and evaluators alike. Some of the team members indicated a full-time bilingual teacher, especially one with kindergarten experience would be a welcome addition for the children separated from their parents for the first time.

Other comments included: "add a component of Spanish culture to the curriculum", "commend the principal for very capable leadership", "it is obvious that a sincere effort is being made to reach the migrant children", and "the teachers, for the most part, seemed to be aware of the individuality of each student and tried to cater to it".

In conclusion then the Sampson Project was viewed as responsive to children's needs, having excellent on-site administrative leadership and an exemplary music and assembly program. Curriculum and method, especially how to individualize, should be of concern for next year's operation as should some expansion of the service aspects and relationships with other agencies.

II. Recommendations

The local staff recommends:

1. Provided a nursery program for three and four year olds. (Note: three year olds may not be eligible for funds under the Title I Migrant Act)

2. Add a Spanish-American cluture component to the instructional program

3. Provide more funds for medical and clothing needs

4. Hire a black home-school coordinator

5. Devote more effort to improving public relations

The evaluation team recommends:

1. Continue to expand an excellent recruitment program

2. Add at least one Spanish-speaking teacher to the staff

3. Plan an expanded health-physical education component for the program

4. Reduce class size

5. Set aside a few planning days prior to beginning project operation for work on objectives and curriculum plans

A

TRANSYLVANIA ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - August 8
[1]Days & Hours Operated: 8:30 a.m. - 3:30 p.m. M T W T F
Total Days of Operation: 35
Estimated Enrollment: 30
Actual Enrollment: 34

[2]Average Daily Attendance: 16
[2]Sum of Daily Attendance: 576

Type of Migrant:
Interstate: 33
Intrastate: 0
5 Year Provision: 1

[3]Average Length of Membership: 23
Maximum Membership: 22

Migrant Students Traveling in Family Groups: 34 Girls: 20
Boys: 14

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Classroom Teachers	4	100%	Coordinator	1	50%
Teacher Aides	3	100%	P. E. Teacher	1	33%
Custodian-Bus Driver	1	100%	NYC Workers	?	0%
Lunchroom Workers	2	100%			
Art Teacher	1	100%			
Music Teacher	1	100%			

Total full-time equivalent paid staff: 12.8
Teacher-pupil Ratio: 1 : 5.7
Staff-pupil Ratio: 1 : 2.7

Number of Students by Age

Age:	5-	5	6	7	8	9	10	11	13	14	15
Number:	11	3	3	2	4	2	3	3	1	1	1

Average Age of Student: 7.0

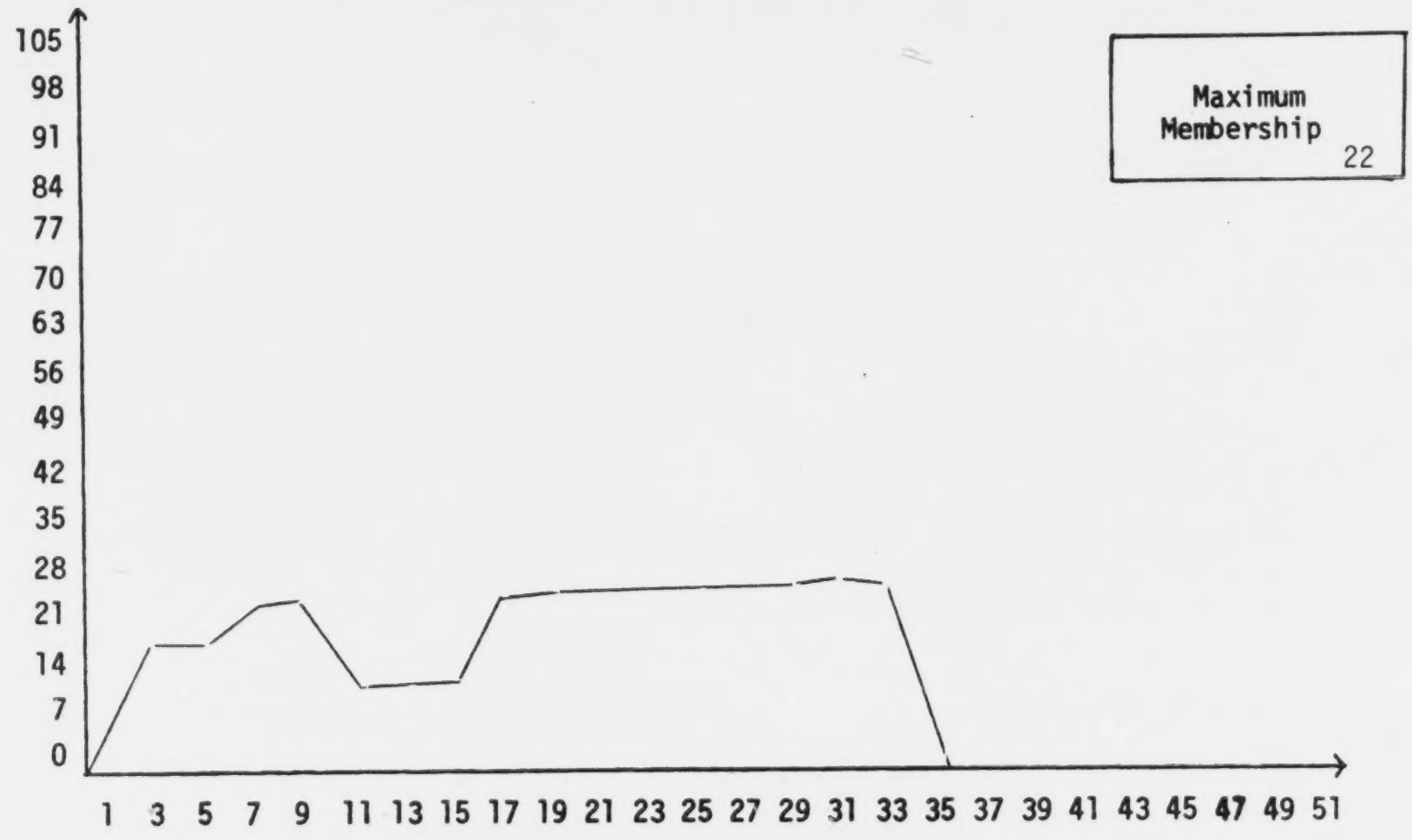
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

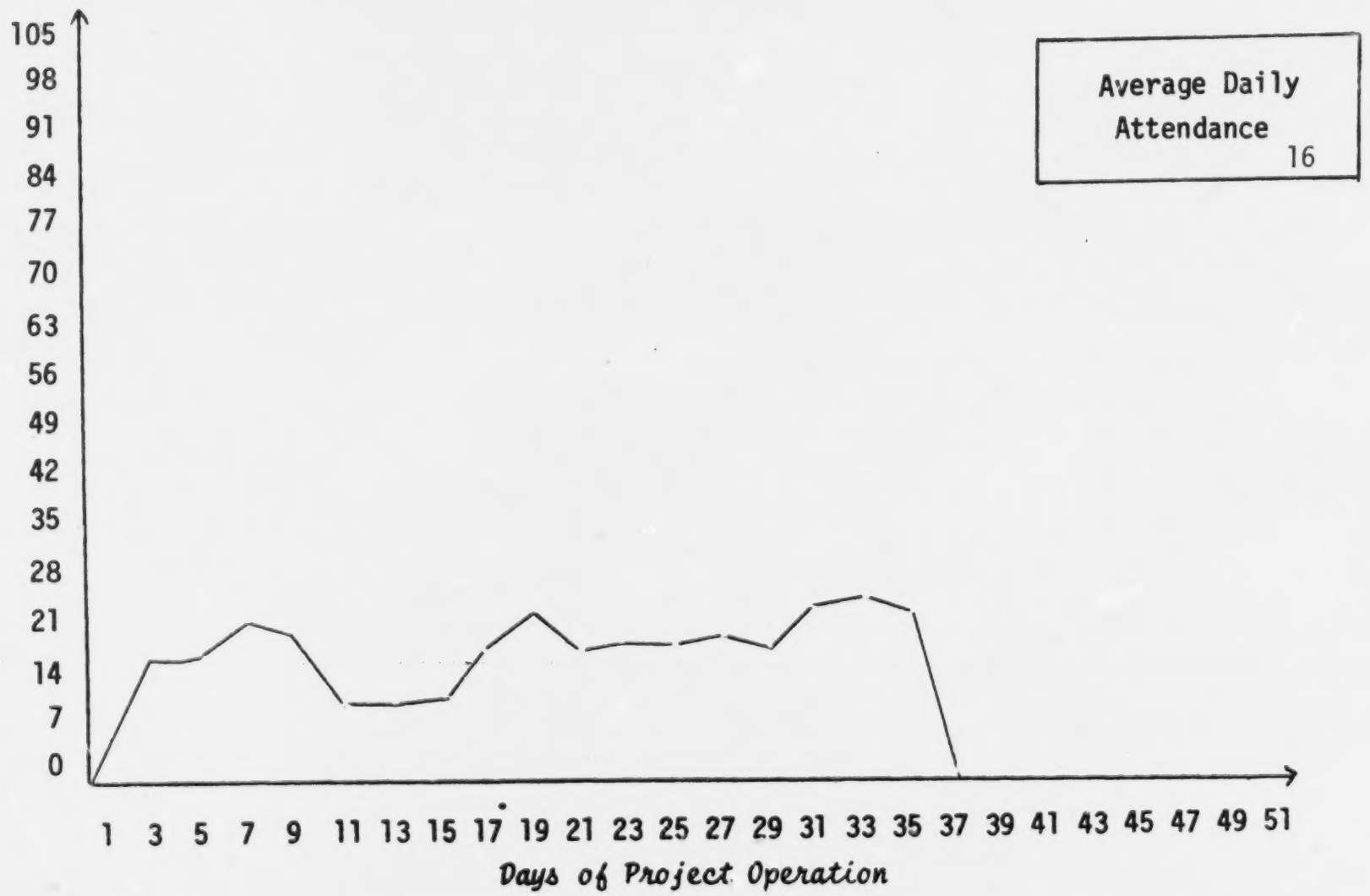
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

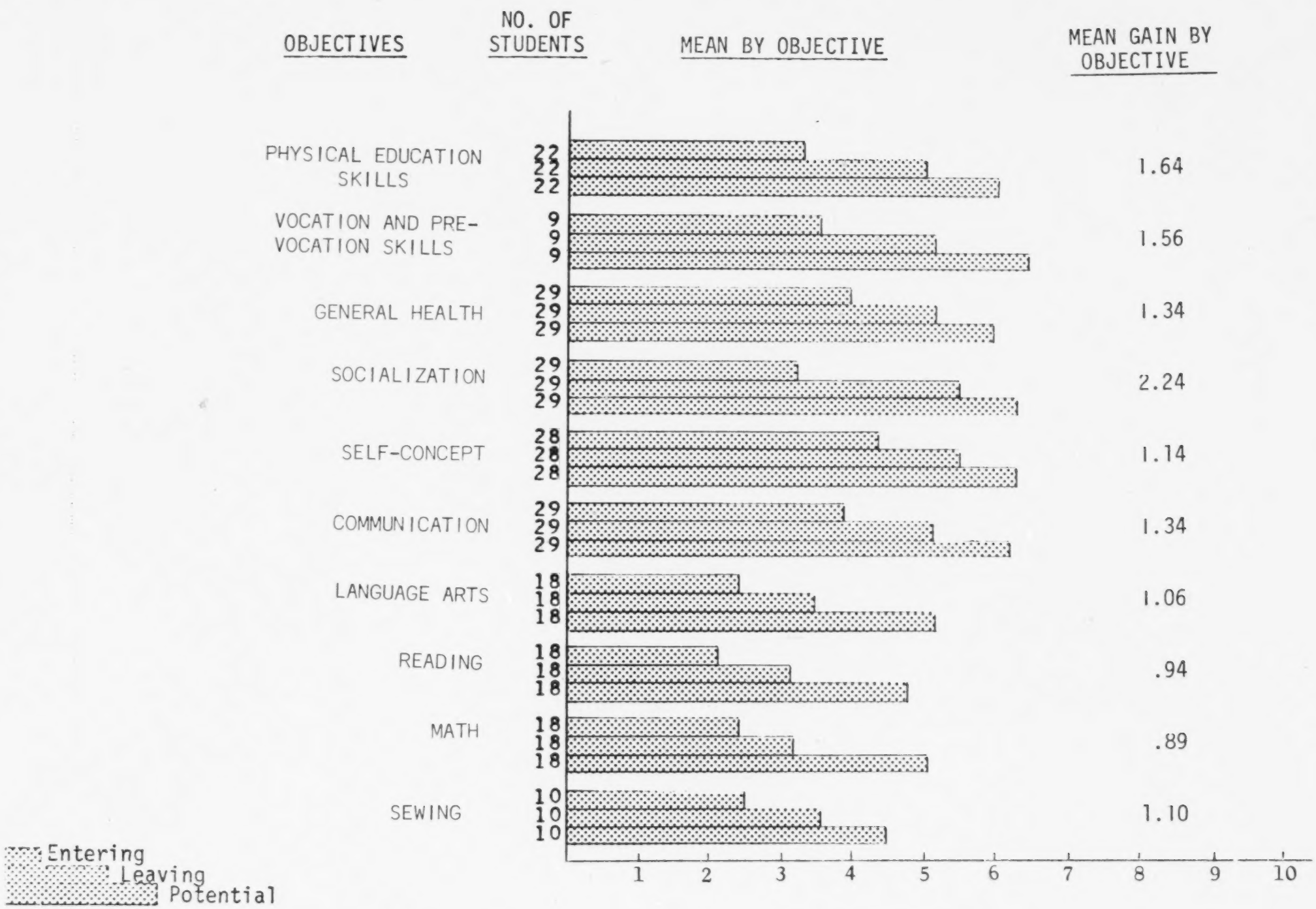
Transylvania E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



TRANSYLVANIA ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

TRANSYLVANIA COUNTY SUMMER MIGRANT EDUCATION PROJECT
PENROSE SCHOOL
PENROSE, NORTH CAROLINA

Superintendent:	Harry C. Corbin
Project Director:	L. C. Case
Project Coordinator:	Robert Young
Lead Teacher:	Bertha Stanley
Site Team Members:	Y. A. Taylor
	John Bolton
	Sarah Johnson
	Laura McDonald
	Reginia M. Haynes

I. INTRODUCTION

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1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

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6. Implement program, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

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9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To provide an atmosphere and program that will increase the migrant child's positive self-concept and group interaction skills.

2. To provide a continuous educational program for migratory children.

3. To provide opportunity for each migrant child to improve communication skills necessary for varying situations.

4. To provide the migrant child with pre-school and kindergarten experiences that will prepare him to function successfully.

5. To provide food, clothing, health, and other supporting services for migratory children.

6. To provide vocational and pre-vocational instruction for migratory children.

7. To provide cultural enrichment activities for migratory children.

III. INSTRUCTIONAL PROGRAM

The Transylvania Summer Migrant Program was operated at the Penrose School in Penrose, North Carolina. All facilities of the school were available for the program. Classroom space was adequate even though the sewing classes were held in the library. There was extensive playground space but no gym. The program had an enrollment of thirty-four students ranging from pre-school through age fifteen. Most of the students were whites and Mexican-Americans.

The major thrust of the instructional program was in Language Arts and communication skills. Students were grouped according to age; however, the low teacher-pupil ratio allowed instruction for small groups and on an individual basis. The Spanish-speaking migrants received considerable attention and help in reading and speaking English. The only Spanish-speaking teacher on the staff usually taught the older girls.

Instruction was geared to the language levels and experiences of the students. One teacher began reading classes by asking each student to tell what he did at home yesterday. All students participated and the brighter students showed no resentment at having to "wait for" the others.

Assigned reading tasks were facilitated through the use of workbooks. New words were learned through the workbook exercises while thoughts from word association were reinforced through discussion. There was some use of rewards for successful completion of tasks. Audiovisual equipment and some packaged materials were available to each class although no use of films or filmstrips was observed during the visits.

Music instruction was provided for all students. During the first weeks of the project, students were introduced to a vairety of instruments and different approaches to music. Later they were allowed to select activities and were instructed on a one-to-one basis as much as possible. The site team observed a group of pre-schoolers marching with instruments, listening to records and singing around the piano. Many of the songs were Spanish. The children appeared delighted when a recording of their singing was played back for them. Some of the older students were learning square dances.

A separate room was set up for art instruction. The smaller children painted and made casts of their hands. Some of the older students had produced more complex clay objects which were fired and returned for finishing. Instruction to the older group included introduction to a range of art media.

Vocational training was limited to sewing for the older girls, all of whom were less than fifteen years old. The staff reported a lack of interest in cooking instruction. The sewing instruction began with a trip to

purchase material and patterns of the students choice and ultimately resulted in a completed garment. In addition to well conceived instruction in which the teacher demonstrated each step and gave individual aid only when required, each student was required to compute the cost of the garment. An attempt was made to teach some of the older boys carpentry using the saw and hammar. It was found that this required close supervision and the boys moved on before the project could be completed.

Since the physical education instructor was employed only one-third time and was responsible for other duties, much of the physical education was conducted by the coordinator-principal and the teachers. The students primarily engaged in free play with balls and playground equipment. "swimming" in small pools was very popular.

The program was supported by a number of field trips to airports, zoos, carnivals, towns, recreational areas, etc.

The students appeared very enthusiastic in their acceptance of the program offerings. The staff reported that a considerable number had become more outgoing by the end of the project.

IV. SUPPORTIVE SERVICES

Transportation was provided to and from school and for field trips. Availability of a small van made it practical to transport small numbers of students for special outings.

A "hot breakfast, lunch and two snacks were provided daily for each child. The evaluators reported that mealtime was a pleasant experience and the children were allowed enough freedom to learn from mistakes such as dropping food, spilling drinks, etc. A short rest period followed the noon meal.

Much needed clothing was supplied to all enrolled students.

The children were screened for health and dental defects and referred to local practitioners or to the local health department. Two migrant children were to receive operations this year and at least one was receiving psychological services through the Department of Mental Health. The Social Services Department aided eligible migrant families.

In addition to complying with all reporting requirements this year, the project staff administered the Slosson Reading vocabulary test to 16 students at the beginning of the project and to 6 of the same group at the end of the project. Most of the results were in the positive direction.

V. OTHER SERVICES

Acceptance of the program by migrant parents was reported as good. A few of the parents visited the program and several attended the fashion show presented by the girls' sewing class. This event occurred during the second site visit, and the evaluators noted that one mother particularly was genuinely impressed and interested in the program.

Contact with the community-at-large and with the growers was limited in this school-oriented project. It was suggested by the project coordinator-principal that perhaps a home school coordinator would be beneficial. Local dissemination was conducted through personal appearances at churches and before civic groups.

I. DISCUSSION OF PROJECT ACTIVITIES

The evaluators agreed that the Transylvania Project was very effective in providing an atmosphere and attitude conducive to the development of positive self-concept and group interaction skill. In fact, one evaluator commented that perhaps too much attention was being paid to some of the Spanish-American children.

The contribution of a program emphasizing at most two cognitive areas to a "continuous educational program for migratory children" is open to question. The evaluators felt that more subjects, especially math, should be added to future projects. Some math instruction was implemented between the first and second visits.

The opportunities for all children to improve communication skills were many and varied in this project. All teachers were devoted to this task and the teacher-child relationships observed were excellent. This may have been due in part to the very favorable pupil-teacher ratio. If at all possible this project should recruit more eligible migrant children.

The preschoolers followed a schedule similar to the rest of the children with emphasis on Language Arts and communication skills. Although this was viewed as adequate, some of the site team members felt that a trained kindergarten teacher could implement improvement in future operations.

The food provided for the students was excellent and all indications were that the provision of clothing filled a real need in many cases. Health care was apparently sufficient although relationships with other agencies and the community at large could be improved through more contacts with a

capable project staff. Some evaluators commented that it would help if the project could provide shower facilities and some instruction in health care.

The vocational component of the program, though limited, was carried out extremely well for the girls. The older boys did not remain in the area long enough to complete their activities in this area.

Cultural enrichment activities included art, music, and field trips. Both the art and music programs were impressive. The reported field trips appeared to support this objective and were broadening in terms of experiences.

Both evaluators and staff members agreed that physical education was the weakest segment of the program. If a full time person cannot be hired then teachers could be trained in physical education.

To summarize, the Transylvania Project was viewed as being most effective in the areas of self-concept improvement, cultural enrichment and concern for the migrant students as valuable persons. Instruction in Language Arts and communication skills was well conceived and carried out. Sewing was successful with older girls. The total scope of the project was seen as emphasizing the cultural enrichment areas of art and music to the detriment of other cognitive areas. It is believed that more instruction can be added without curtailing the excellent music and art programs.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. On-site workshop during the first week of project operation--staff to write specific objectives for instruction as a group.

2. Improving the physical education component of the program.

3. Earlier recruitment of students.

4. Attempt to provide shower facilities.

5. Employ a home-school coordinator on a full-time basis.

The Evaluators Recommend:

1. Attempt to recruit more students.

2. Increase the cognitive offerings of the program.

3. Employ a bilingual teacher who can instruct in both Spanish and English.

4. Increase the range of the learning experiences for pre-schoolers.

5. Provide cots or mats for the childrens' rest period.

6. Continue to expand the vocational and pre-vocational offerings.

A

WASHINGTON ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 23
[1]Days & Hours Operated: 8:00 a.m. - 5:00 p.m. M T W T F
[1]Total Days of operation: 30
Estimated Enrollment: 94
Actual Enrollment: 119

[2]Average Daily Attendance: 83
[2]Sum of Daily Attendance: 2503

Type of Migrant:
Interstate: 50
Intrastate: 19
5 Year Provision: 50

[3]Average Length of Membership: 30
Maximum Membership: 107

Migrant Students Traveling in Family Groups: 45 Girls: 72 Boys: 47

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Coordinator	1	100%	Teachers	2	42%
Teachers	4	100%	P. E. Teacher	1	42%
Teacher Aides	3	100%	Music Teacher	1	42%
Bus Driver-Aides	2	100%	Teacher Aide	1	67%
Nurse	1	100%	Counselor	1	50%
Cafeteria Manager	1	100%			
Cook	1	100%			
Custodian	1	100%			
Secretary-Bookkeeper	1	100%			

Total full-time equivalent paid staff: 17.8
Teacher-pupil Ratio: 1 : 24.8
Staff-pupil Ratio: 1 : 6.7

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12	13	14	15	19
Number:	4	10	11	9	15	9	12	9	11	11	6	10	1	1

* Age not indicated

Average Age of Student: 8.9

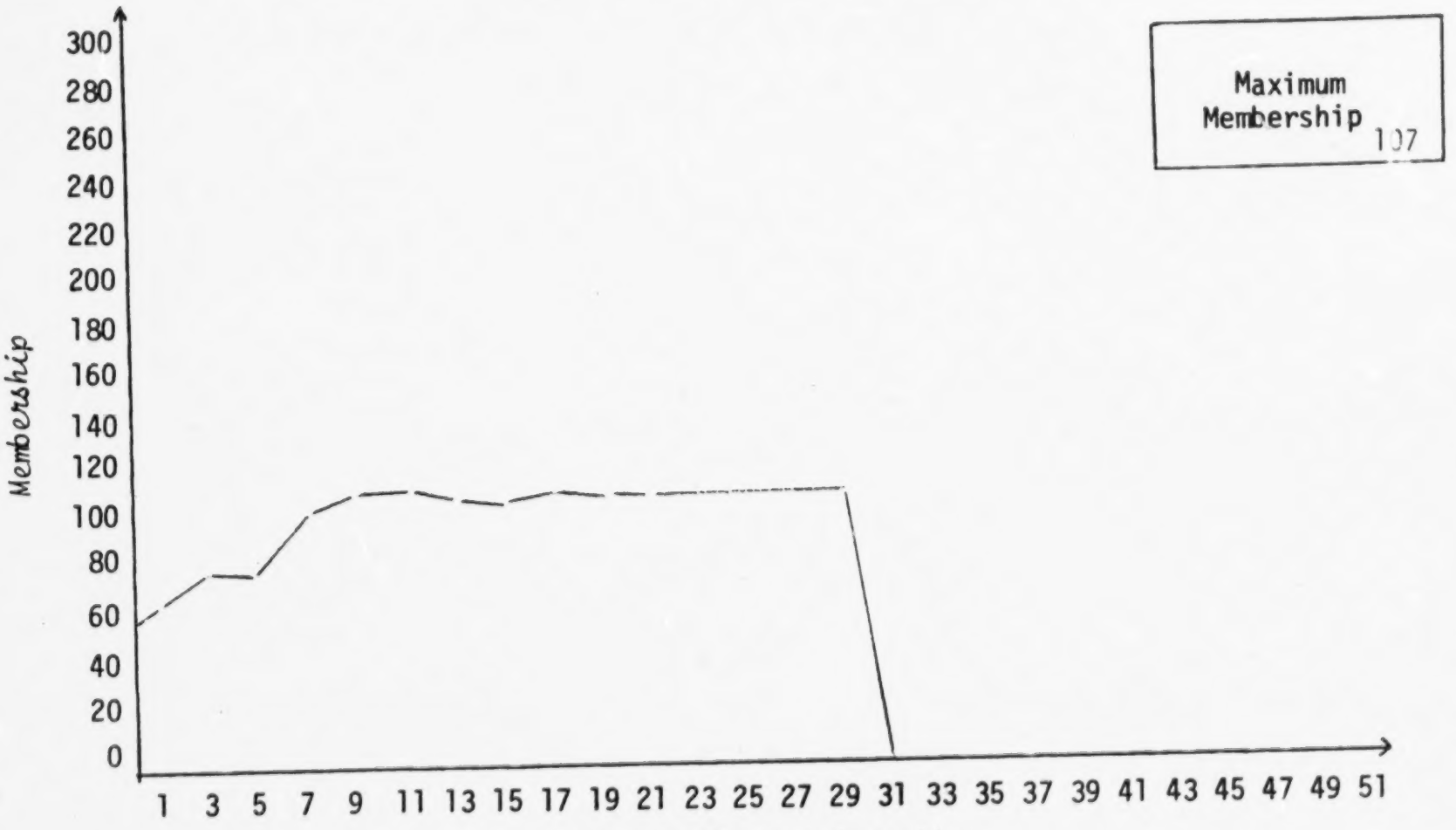
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

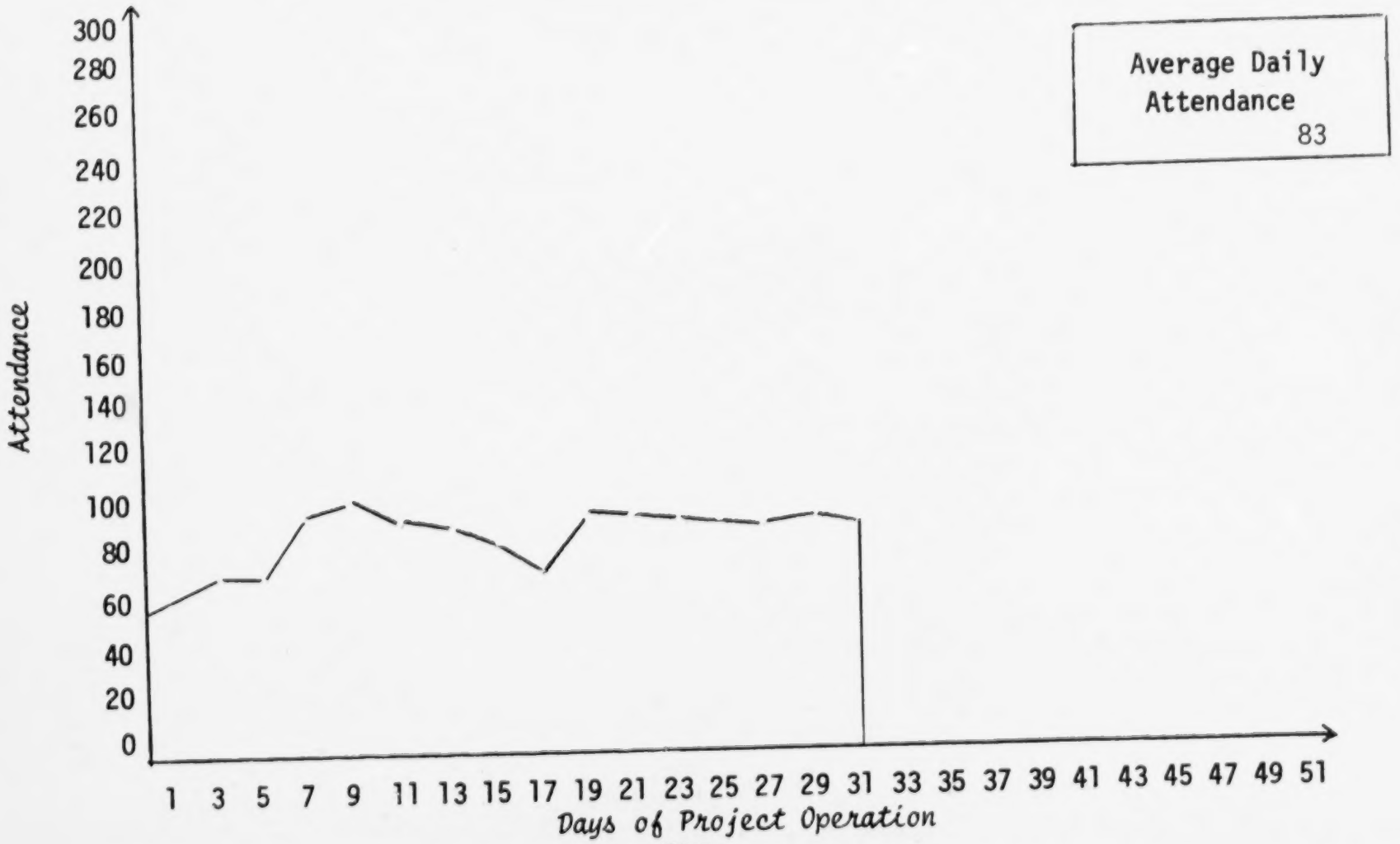
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

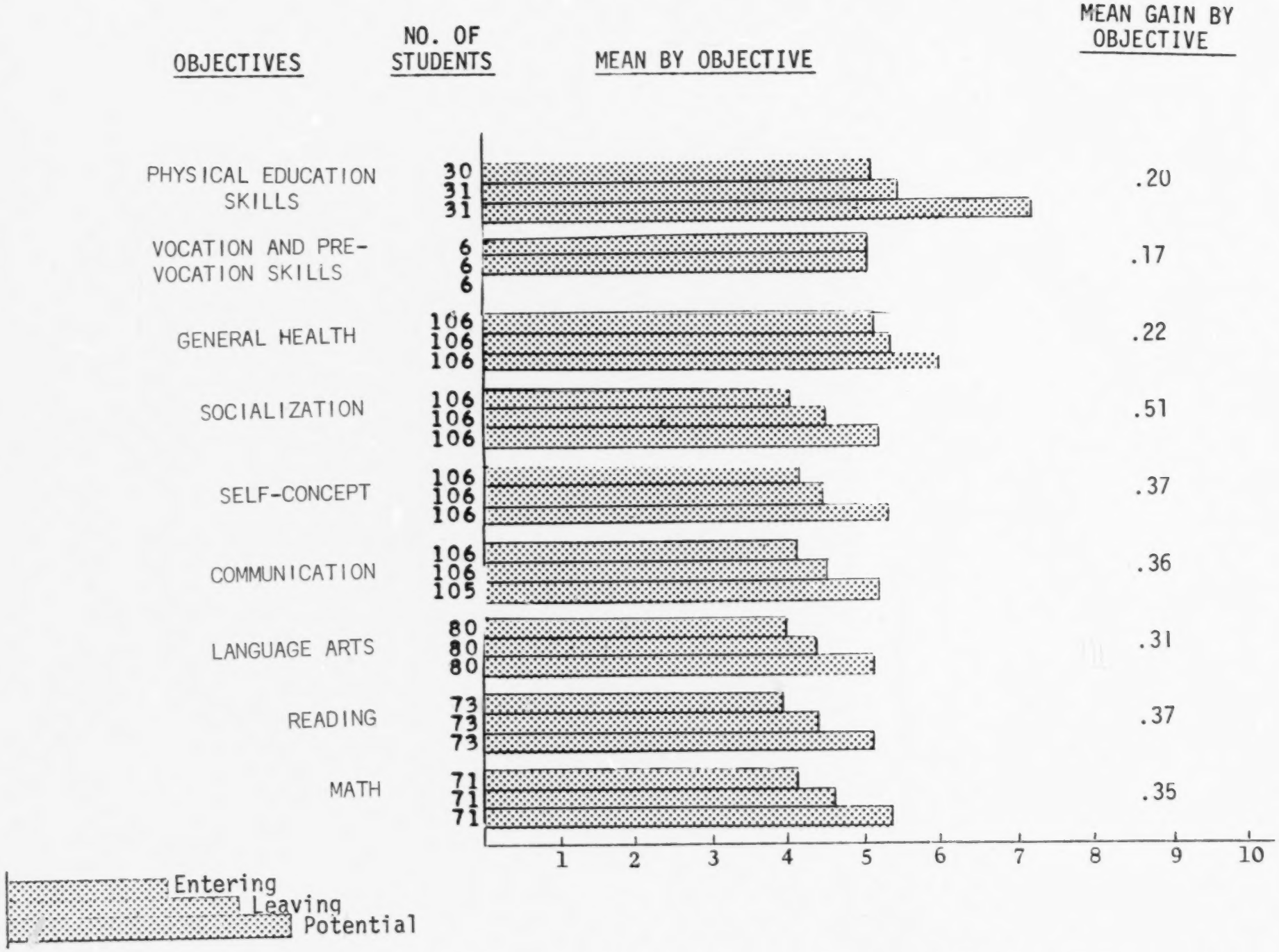
Washington E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



WASHINGTON ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

WASHINGTON COUNTY SUMMER MIGRANT EDUCATION PROJECT
CRESWELL HIGH SCHOOL
CRESWELL, NORTH CAROLINA

Superintendent: S. D. O'Neal
Project Director: I. L. Williams
Project Coordinator: David Cahoon

Site Team Members: Arch Manning
John Bolton
Nathan Caroon
Malcolm Williams

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. Provide instructional programs designed to improve language arts, mathematical comprehension and social studies problems.

2. Provide vocational training for older migrant children.

3. Provide activities designed to increase and stimulate the migrant child's social and physical growth, a positive self-image, and group interaction activities.

4. Provide for the migrant child's physical well-being.

5. Provide counseling services in such a way to encourage voluntary participation by each student.

6. Provide cultural enrichment for each child by use of music, dancing, art, etc.

III. INSTRUCTIONAL PROGRAM

The Washington County Migrant Education Program was divided into two phases: regular classroom instruction from 8:30 a.m. until 3:00 p.m. and a rotating schedule of music, art, home economics and physical education from 3:00 p.m. until 4:30 p.m. No male vocational teacher could be hired this year. A part-time counselor served the children on a rotating basis during the morning sessions.

The morning instructional program was focused on the areas of language arts, math, and social studies. The students were grouped on the basis of age and previous grade placement, but due to larger than expected enrollments, some children had to be placed on the basis of age and size to help alleviate crowded conditions.

The program began with breakfast followed by showers for all students. Instruction began around 9:00 a.m. The pre-school children were given opportunities to engage in oral language development through conversation and stories, introduced to the alphabet, introduced to numbers in relation to counting, encouraged to

participate in play with toys and games designed for readiness and introduced to the basics of art, music, and nutrition. For this age group, class time was broken by periods of play. Instruction was on an individual or small group basis. Additional help would have been welcomed due to the large number of children.

The primary class was amply supplied with materials, equipment and toys. Children were allowed to use everything in the room. Numerous activities were continually underway. These activities ranged from undirected play to letter writing. The teacher and aide were constantly moving from one group to another getting activities started and occasionally disciplining a child. The site team members were perceived as additional teacher aides by the children and were drawn into some of the activities. The children were most interested in having someone to "referee" -- provide approval to answers in the numerous educational games.

The elementary and junior high classes were more structured than the pre-school and primary. The age span was wider in those classes. The elementary class was held in a trailer since major portions of the school were being renovated this summer. The trailer was well suited for movies and film-strips since the windows were blocked to retain the airconditioning. There was no space to set up interest centers. Consequently, much use was made of films and discussion activities during the visit. Two older boys were allowed to operate the equipment. They expressed very little interest in other aspects of the class such as reading, writing and math.

The junior high class was primarily composed of girls who were home-based migrants. Some of their parents were currently in the migrant stream. The classroom situation was better and more materials were available than for the elementary group, but the students seemed bored with the instructional

aspects of the program. Social studies and math were being taught during the visit.

In the afternoons, the part-time teachers conducted music, art, home economics, and physical education classes for all groups on a rotating basis. Some of the students seemed more interested in these activities than in the instructional program. Physical education included skill building and training routines in addition to games. Many of the activities were held in the gym. Art consisted of a wide variety of activities. Music was conducted in the auditorium. The smaller children were singing on the afternoon of the site visit. Home economics instruction was provided for all girls in the program. The older children received instruction in sewing while the younger ones were instructed in elementary cooking procedures, the fundamentals of nutrition and preparation of common foods.

Field trips to Lake Phelps, Creswell, Kitty Hawk, and the Norfork Zoo served as valuable teaching aids to strengthen the regular instructional program. After each trip, discussions were held between the staff and students to correspond these events to classroom subjects.

The part-time counselor was observed in a class situation. She used a film to instigate a discussion on behavior and what was proper in different situations. She also did some individual counseling on a request basis.

One Spanish-speaking migrant parent was hired as an aide. She was reported to have been very effective,especially in the area of Language Arts instruction. She left prior to the end of the project.

The student's reactions to the program was varied. Although most students seemed well adjusted to the program, it was observed that some of the children had received inadequate training prior to the summer program and as a result their attention span was extremely short and they became bored quite easily.

This difficulty was further complicated by the overcrowded classrooms and inability by the teachers to give very much individualized instruction to each child in a class of thirty or more.

IV. SUPPORTIVE SERVICES

The Washington County Project provided each child with a hot breakfast and lunch and two snacks during each day's operation. Bus transportation was provided to and from the school and for field trips.

The major emphasis in the supportive services was focused on the health problems and needs of the children. A full-time nurse was employed to screen defects, refer children for corrections and follow-up until these treatments were completed. The nurse also cooperated with local and state agencies in providing coordination of health services to the migrant child and to assist parents in maintaining the health of the children. Specifics included clean clothing for each child every day, immunizations against diseases by the Tyrell County Health Department, food vouchers for eligible migrant parents with children from the North Carolina Council of Churches, food commodities from the Washington County Department of Social Services, dental services by the health department of Tyrell County, medical treatment supplied by a private physician within the community, and daily showers. The daily showers were instrumental in helping alleviate pediculosis (hair lice), impetigo (infectious skin disease) and intestinal parasites. These three medical ailments were extensive among the migrants. In addition to the showers, the nurse also distributed ointments which could be used to heal the first two ailments.

Recreation as mentioned previously was supplemented by the addition this year of a part-time physical education aide. The addition of this person

assured the children of physical exercise and relaxation at least three times a week.

Most of the staff participated preservice and inservice training. Preservice training included four conferences. A Grifton Planning Conference was arranged to teach personnel how to use and complete Uniform Migrant Transfer Records. The Behavior Modification Conference at Elizabeth City was designed to teach personnel how to utilize contingency of contracting. The Virginia Beach Conference was designed to show personnel how different programs are operated in various states, and the Atlantic Beach conference was designed to help staff understand their responsibilities and various services available to Migrants. Inservice training also included visits to other migrant programs and staff-parent conferences.

Records on each child were compiled and recorded in the transfer system. Both teachers and the nurse filled out vital information on cards. Children and parents were presented with these cards upon leaving and encouraged to present them to their new system.

As previously mentioned, in addition to the services provided directly by the migrant summer program, additional aid and supplies were received from both State and local agencies to supplement the program.

V. OTHER SERVICES

Relations between the migrant summer program and service agencies were extremely good. Support was forthcoming from both state and local agencies. The only weakness encountered was from the Council of Churches. Although this organization provided food and travel vouchers to migrants, they were unable to care for the two and three year old children. Although these children were actually too young to attend school, it was sometimes necessary for those

children enrolled in the program to miss classes in order to fulfil babysitting obligations. Another valuable service rendered by the State Labor Service was to provide to staff and personnel involved with migrants a detailed list of agencies and contact people within each agency for help with migrant problems.

Coordination between migrant parents and personnel was very successfully implemented. One of the Mexican migrant mothers was employed as a teacher aide to help with the language problem. Parents were encouraged to have lunch with their children and to observe the program in operation. Some of the parents acted as consultants. They advised of problems and supplied ideas for enriching the program. Parent-staff conferences were held on a regular basis with migrant parents of every crew meeting with staff members. The nurse and counselor made regular visits to the homes of migrant families. They were readily accepted and migrant parents exhibited trust in their diagnosis and followed their instructions very carefully.

Community leaders were cooperative. Personal contact was made with community leaders and organizations before and during the program. In particular a private general practitioner volunteered his services on a part-time basis. Businesses in the community were helpful in assisting staff when they were in the process of purchasing clothing for the migrants.

Grower-staff relations were not as good as hoped. The growers were instrumental, however, in helping staff members to locate and assist families who were not already enrolled in the project.

Dissemination on the program was conducted primarily on an intrastate basis. The local news media (Virginia Pilot) carried news stories of the program. The program director spoke at the local civic club and an exchange of information was made with other school units. Although no particular dissemination was made of techniques on the interstate level, all materials and information are available to any interested person or persons upon request.

I. DISCUSSION OF PROGRAM ACTIVITIES

The Washington County Migrant Project did a commendable job in spite of some handicaps. Twenty-five more students were enrolled than were anticipated. The project was unable to hire a male vocational teacher. Construction forced the operation into relatively cramped quarters.

It was judged that the project met its first objective of improving language arts, mathematics and social studies in spite of the difficulties noted. One possibility for solving the problem of the disinterested older girls would be to provide more vocational or pre-vocational courses for them in future operations. The vocational area was the weakest portion of the project. All evaluators agreed that instruction in the primary class was the most exemplary portion of the instructional program. When space difficulties are solved, perhaps the classes for older children could emulate this organization. Smaller classes should likewise facilitate more individualization.

The teachers and the program activities were successful in stimulating social growth and more positive self-images. The evaluators felt that this was not limited to the project staff, but that community acceptance of migrants increased this year.

The health services were considered extremely beneficial and great praise and recognition was given to the school nurse by evaluators and teachers alike. Before one can properly instruct a child, his physical needs must be brought to an acceptable standard. Although the project itself could not eradicate housing problems, the medical treatments provided and the instruction given for medication and care of particular illnesses or infections helped bring up the standard of living somewhat. The participation of local health agencies demonstrated the project's and community's interest in trying to establish a more healthful atmosphere for migrant children and parents alike.

The counseling aspect was also praised by both staff and evaluators. This service should be expanded if enrollments continue to increase.

The afternoon enrichment activities of music, art, and physical education were, in most cases, more attractive to the students than instruction. The site team, however, believed that the balance of activities were most beneficial. As previously mentioned, the project staff might find some advantage in substituting vocational or prevocational training for some of the instruction in the case of the older children.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. Provide a full-time guidance counselor
2. Provide a full-time secretary responsible for transfer records and enrollment forms
3. Additions to the teaching staff
4. Plan more trips for the pre-school children
5. More pre-planning time
6. More inservice training for the coordinator

The Evaluators Recommends:

1. Provide more classroom space
2. Increase vocational and pre-vocational offerings
3. Using this year's experience to improve plans for next year's project (expand objectives)
4. Consider doing a local needs assessment on home-based migrants
5. Add swimming to the physical education curriculum
6. Tighten discipline for the first week of project operation

A

CAMDEN ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - July 30
[1]Days & Hours Operated: 8:15 a.m. - 5:00 p.m. M T W T F
[1]Total Days of operation: 30
Estimated Enrollment: 78
Actual Enrollment: 32

[2]Average Daily Attendance: 17
[2]Sum of Daily Attendance: 515

Type of Migrant:
Interstate: 32
Intrastate: 0
5 Year Provision: 0

[3]Average Length of Membership: 21
Maximum Membership: 31

Migrant Students Traveling in Family Groups: 32

Girls: 17
Boys: 15

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid
Supervisor	1	100%
Teachers	3	100%
Teacher Aides	3	100%
Pre-Kindergarten Aide	1	100%
Nurse	1	100%
Home-School Counselor	1	100%
Food Supervisor	1	100%
Cook	1	100%
A.V. Library Aide	1	100%

Full-Time	No.	Percent of time Paid
Custodian	1	100%
Bus Driver	1	100%
Maid	1	100%
Clerical Aide	1	100%

Part-Time	No.	Percent of time Paid
Director	1	0%
NYC Workers	?	0%

Total full-time equivalent paid staff: 17
Teacher-pupil Ratio: 1 : 10.7
Staff-pupil Ratio 1 : 1.9

Number of Students by Age

Age:	*	5-	5	6	7	8	9	10	11	12
Number:	2	4	3	2	5	5	7	1	1	2

* age not indicated

Average Age of Student: 7.5

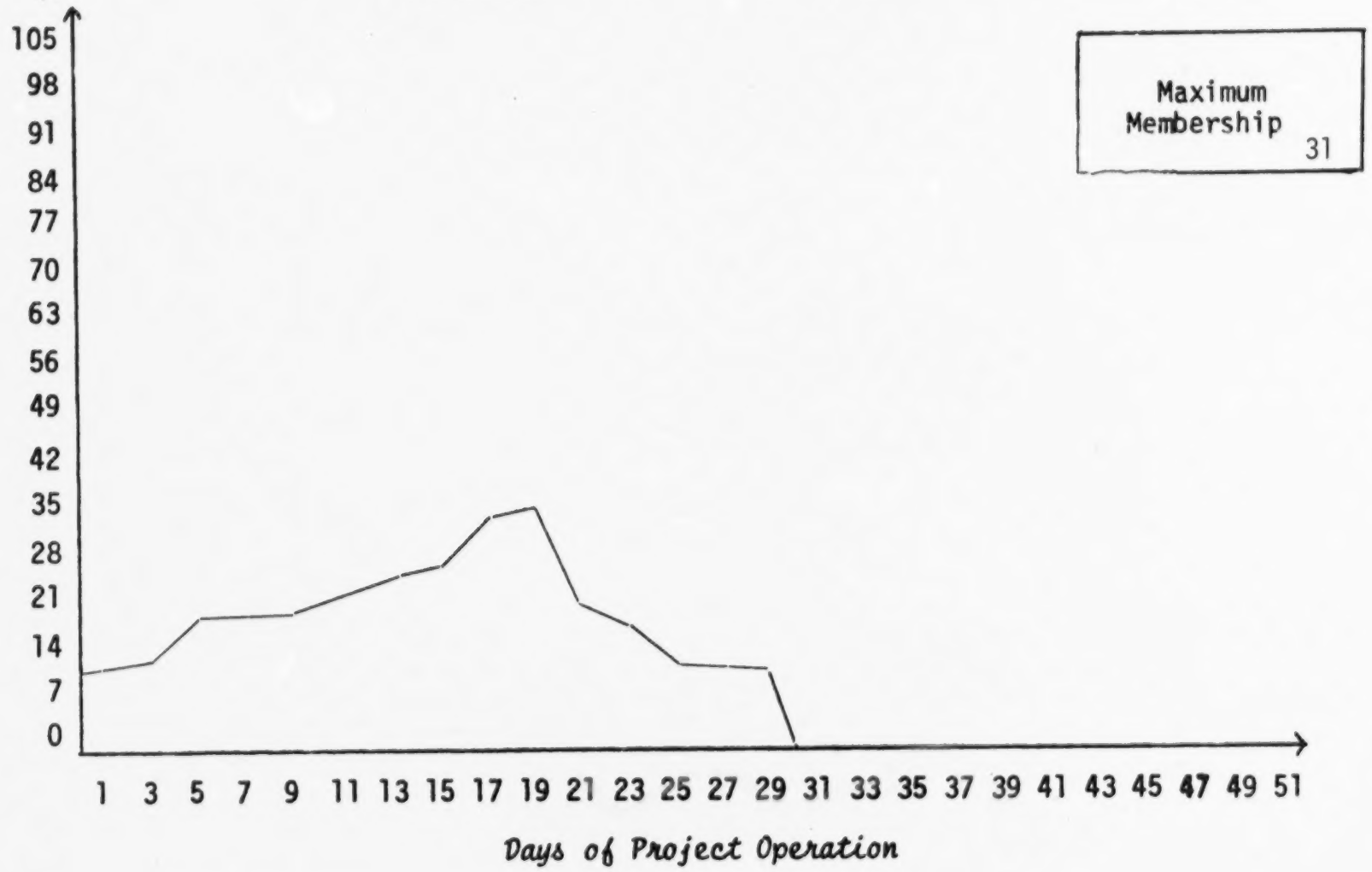
[1] This number reflects only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

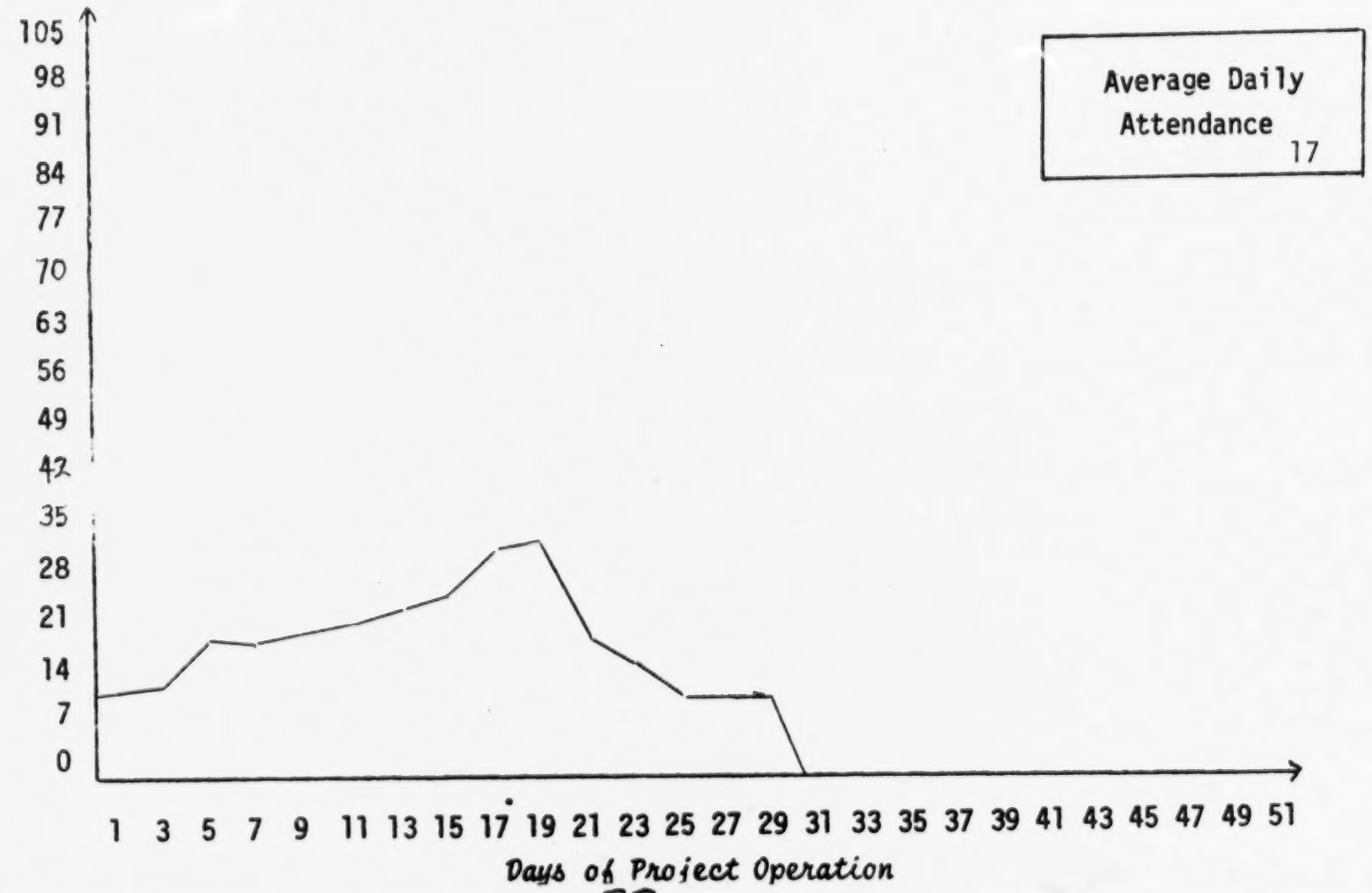
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

Camden E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



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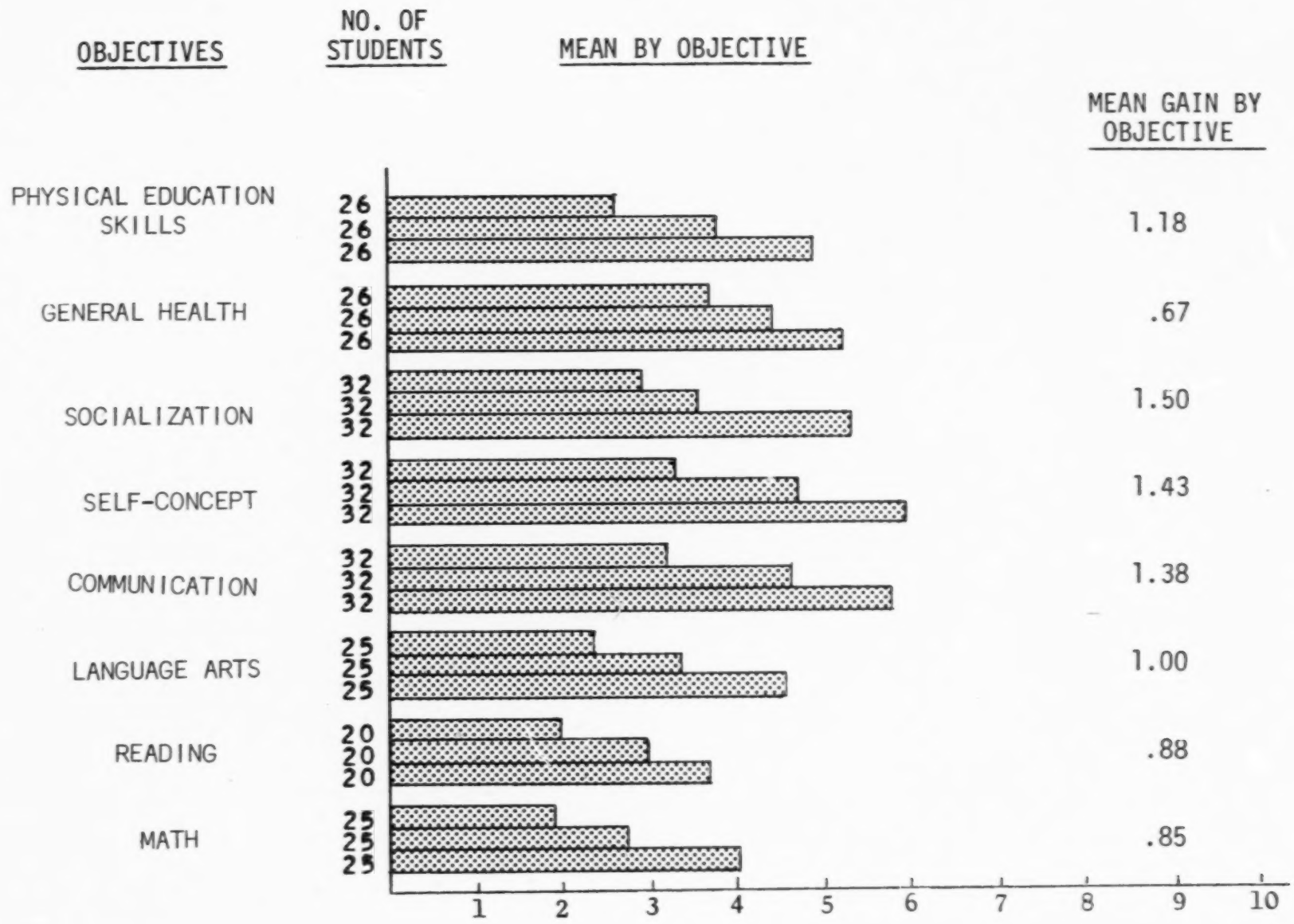


STUDENT ACHIEVEMENT FROM GROWTH SCALES

A

CAMDEN SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - July 30
[1]Days & Hours Operated: 6:00 p.m. - 9:30 p.m. M T W T F
[1]Total Days of Operation: 30
Estimated Enrollment: 57
Actual Enrollment: 49

[2]Average Daily Attendance: 10
[2]Sum of Daily Attendance: 306

Type of Migrant:
Interstate: 46
Intrastate: 3
5 Year Provision: 0

[3]Average Length of Membership: 12
Maximum Membership: 27

Migrant Students Traveling in Family Groups: 4

Girls: 8
Boys: 41

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Supervisor	1	100%	Food Supervisor	1	50%
Instructors	4	100%	Clerical Aide	1	50%
P. E. Instructor	1	100%	Director	1	0%
P. E. Aide	1	100%			
Aides	3	100%			
Social Worker	1	100%			
Bus Driver	1	100%			
Bus Mechanic	1	100%			

Total full-time equivalent paid staff: 14
Teacher-pupil Ratio: 1 : 9.8
Staff-pupil Ratio: 1 : 3.5

Number of Students by Age

Age:	13	14	15	16	17	18	19	20+
Number:	2	7	5	10	10	5	2	8

Average Age of Student: 16.7

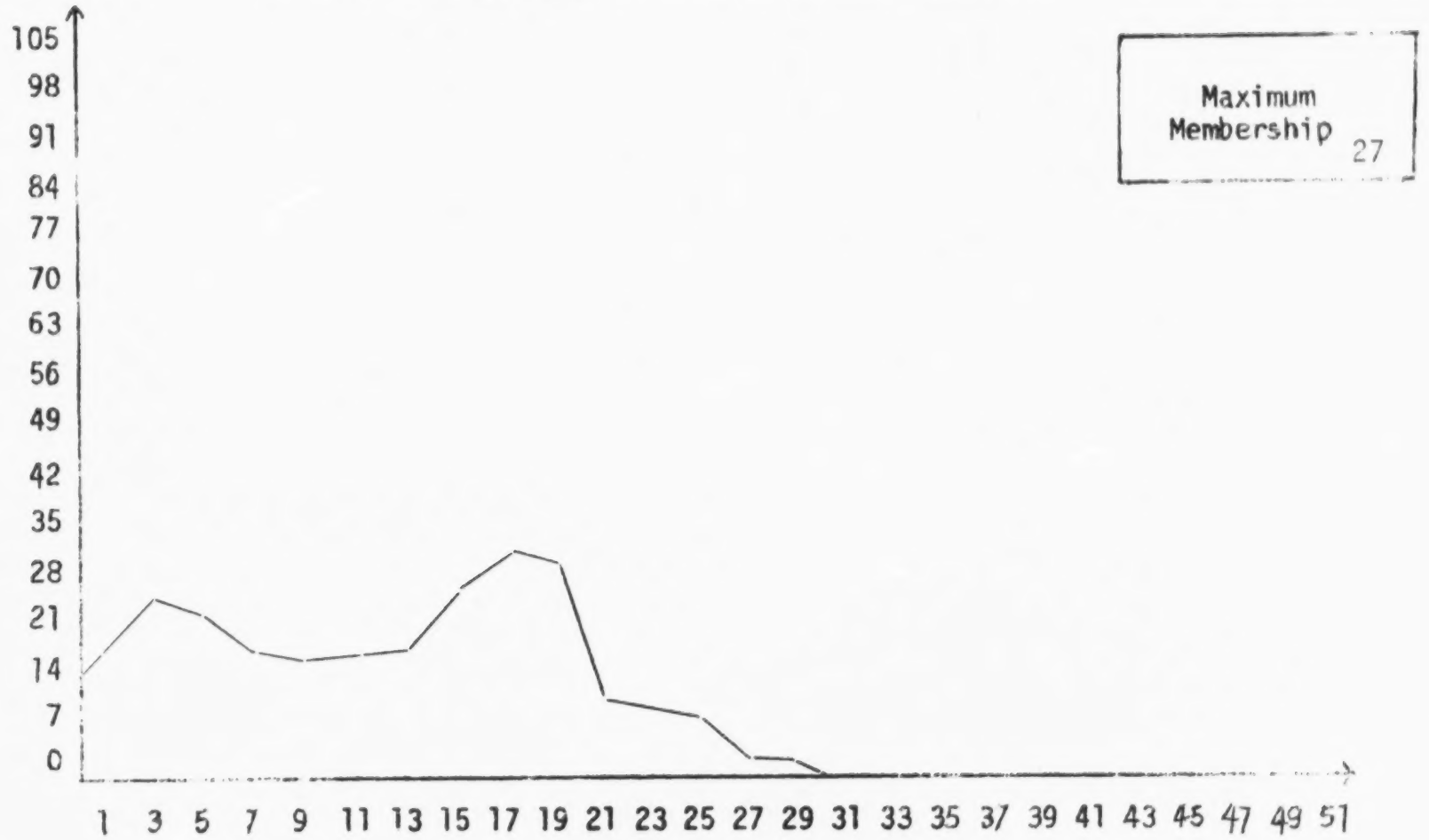
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

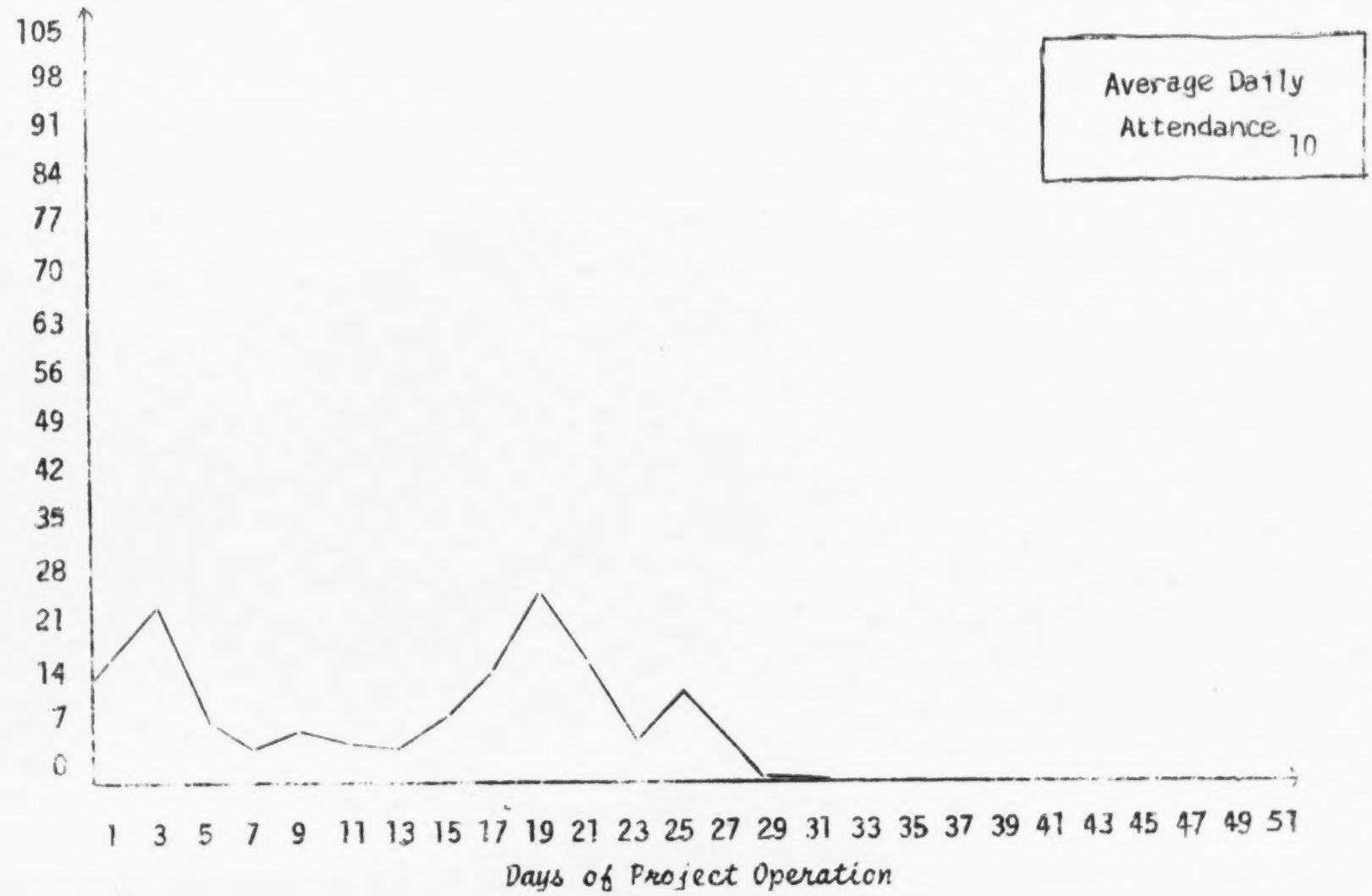
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

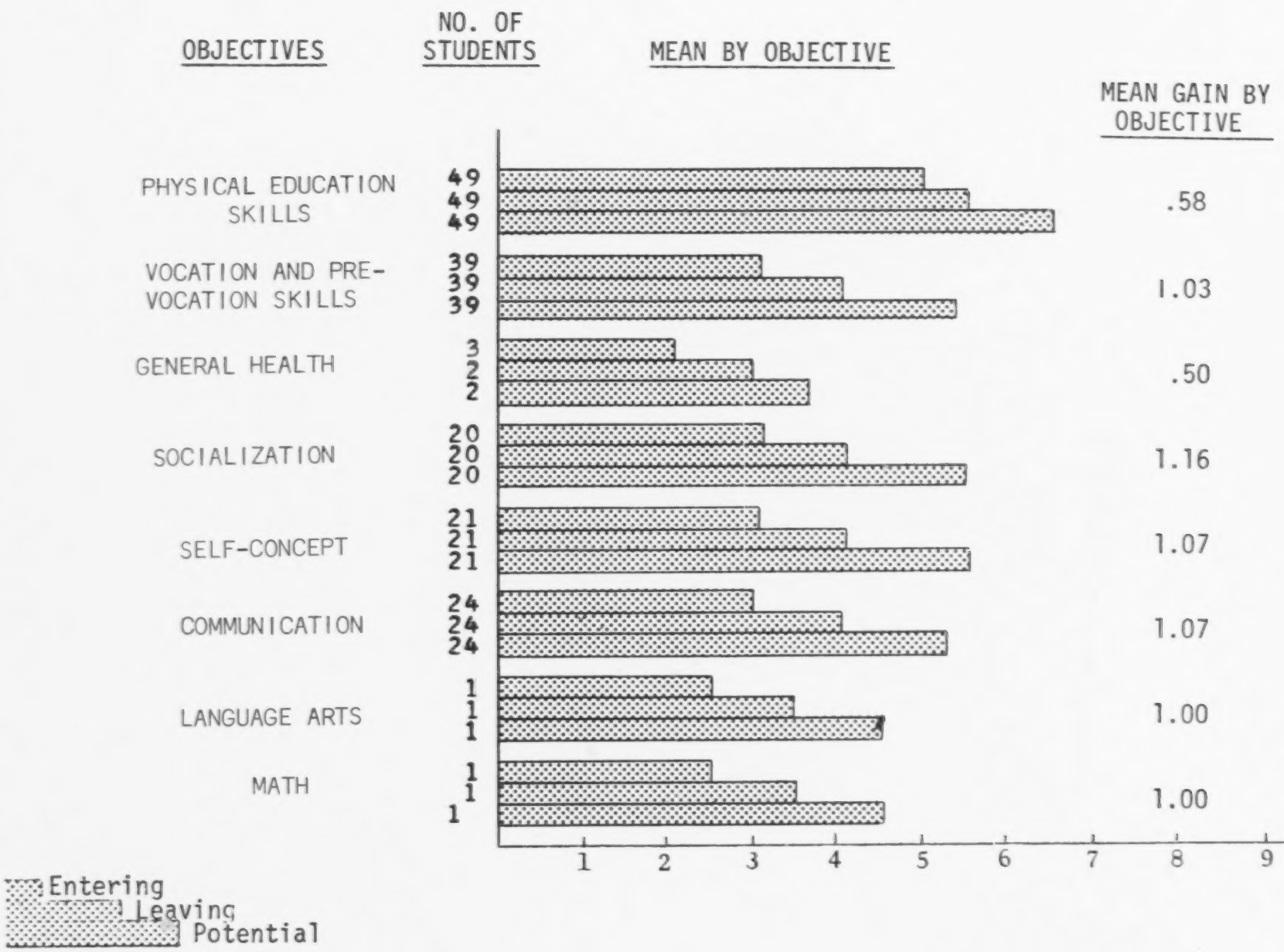
Camden S.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



CAMDEN SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

CAMDEN COUNTY SUMMER MIGRANT EDUCATION PROJECT
GRANDY ELEMENTARY SCHOOL
CAMDEN HIGH SCHOOL
CAMDEN, NORTH CAROLINA

Superintendent:	Philip L. Beaman
Project Director:	Geneva Forehand
Day Program Supervisor:	D. B. Basnight
Night Program Supervisor:	Nathan Caroon
Site Team Members:	Arch Manning
	Fred Manley
	C. C. Lipscomb
	Jay Henderson
	Abbie Krystall
	John Bolton

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4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differencies among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES - CAMDEN COUNTY

1. To provide a child-centered unstructured instructional and recreational program such that each child gains in his positive self-concept and group interaction skills. (ages 4 - 14)

2. To provide preschool and kindergarten experiences for children (ages 4, 5, 6) designed to prepare the child for entrance into a regular school situation (with emphasis on communication skills).

3. To provide instructional activities in the areas of language arts, math, social studies, and natural science such that each child receiving instruction in the summer program is better able to succeed in his regular school program. (ages 7 - 14)

4. To provide vocational and prevocational instructional activities for older migrant children (ages 14-20+) in the areas of electric welding, woodworking, auto mechanics, sewing and cooking.

5. To provide cultural enrichment activities for all migrant children in order to give each child many opportunities to better understand himself and to develop understandings of other people.

6. To provide activities designed to encourage creativity and cultural explorations through the areas of music, art and dramatic plays. (Further explanation is to be found in the narrative description of project activities.)

7. To provide instructional activities for all migrant children in the areas of personal grooming and health.

8. To provide recreational activities and physical education instruction for all migrant children.

9. To encourage all children enrolled in the summer program to participate in reading as a leisure activity.

10. To encourage parental involvement in the summer migrant program through home visits of project staff, dissemination of information to parents and inviting parents to attend and participate in school activities and advisory council meetings.

11. To maintain a system of individual student records containing all available and pertinent information such that the project staff can better estimate each child's progress as a result of the summer migrant program.

III. INSTRUCTIONAL PROGRAM

The Camden County Summer Migrant Education Project consisted of a day program for elementary children from age four through fourteen and a night program for older migrant youth (ages 14-21). The day program was integrated with the regular Title I summer session at Grandy Elementary School during the morning hours. In the afternoons, only the migrant portion of the program was operated. Both migrant and Title I children were grouped on the basis of age, ability and teacher assessed needs. Classes were designed for pre-kindergarten, kindergarten, ungraded primary, and ungraded elementary. The combination Title I and Migrant Program enabled the provision of a teacher and an aide for each classroom. Although classes were self-contained, the staff provided many opportunities for large group activities. There was an abundance of equipment and materials in each classroom, a significant amount of which was homemade and inexpensive. For example, an empty television cabinet was used as a stage for puppet shows.

In many of the classes, the arrangements seemed to reflect the Learning Center concept and the site-teams observed the use of such centers by small groups of students. All materials and equipment were accessable to the children except in the pre-kindergarten class where children were being taught to replace toys upon completion of activities. The early childhood activities included puzzles, tinkertoys, simulated cooking and actual eating (morning snack). This portion of the project served fifteen pre-kindergarten children who apparently made a successful adjustment to a school type situation. The building and facilities of the Grandy School were excellent. The nurses' sickroom, set up for the summer operation, was small.

The instructional phase concentrated on short units in language arts, mathematics, social studies, and some natural science with cultural enrichment and self-concept activities interwoven throughout the curriculum. Art and music training was evidenced in every classroom although emphases were varied. A music consultant spent a week working with the students and teachers. There was considerable freedom for children to converse with each other and teachers or visitors. This freedom apparently caused no problems, and stimulated development of oral language facilities.

Some excellent teaching techniques were observed during the visits. Reading and following directions were encouraged by using a simple game in which the successful student found a "surprise." Groups of students used maps to locate the home and travels of migrant students. Patient individual tutoring was conducted with a few students with extreme reading problems. It was noted that during plays, skits, Childrens Little Shows, Everybody's Birthday Party, and other participatory activities, <u>all</u> children were given parts. The single field trip to the Norfolk Zoo provided a basis for a number of classroom activities.

Physical education for the day project was improved during this summer. Responsibilities for P.E. were shared by the teachers and the night program supervisor with help from some of the other personnel from the night program. Normal playground equipment was available and used, but one of the most popular aspects was the "swimming" in small pools. Between the time of the first and second visit, an indoor recreational area called "Magic Land" was added. Some of the equipment added consisted of a sandbox, rocking horse, see-saw, ladder boxes, and balance beams.

The evaluators observed genuine student acceptance of the curricula offerings in the Camden County Elementary Program.

The night program was operated at the Camden High School. Rooms used included two home economics classrooms, the vocational education shop and gymnasium. Attendance was a major problem this year since most of the migrant students enrolled were working at the potato grader which also operated many nights. The evaluation teams observed very few students during the visits.

The vocational program was set up for training in the areas of woodworking, electric welding, auto mechanics, and sewing, cooking, and grooming. Arts and crafts and physical education rounded out the offerings. Students were also provided with a reading area stocked with books and magazines furnished by church groups. Records and tape players were available for use by students.

The night project was set up on the basis of forced choice with schedules of activities. Due to irregular attendance, the scheduling was relatively ineffective. The site teams observed examples of students work and facilities. The girls had been working primarily in the area of sewing, grooming and food preparation. Most of the girls were expected to complete one or more garments. Some also produced pocketbooks or handbags. Good quality materials and nice sewing kits were furnished by the migrant program. Equipment was the property of the high school. A fashion show was scheduled for the displaying of finished dresses.

Some of the boys were enrolled in the automotive tune-up course provided by the State Migrant Operation. Others made small wooden objects in the shop or in crafts instruction. One student was learning welding. Both boys and girls painted and made small objects in crafts. Practically all the boys frequented the gym for activities on the boards, mats, and vaulting box. Basketball was scheduled for certain nights as a supervised activity. The staff seemed devoted and competent. The program was scheduled to begin with a meal between 6:30 and 7:00 p.m. and to terminate at 9:30 p.m. Instructors stayed later on some nights when attendance was up. Facilities and equipment were adequate.

IV. SUPPORTIVE SERVICES

Bus transportation was provided by the project for both the day and night programs. On some of the nights when the school buses were too early for the working migrants, they came in on the crew leaders bus. The project provided chartered transportation for the field trip to the Norfolk Zoo.

Food for the day program (migrants only) consisted of a hot breakfast and lunch in the school cafeteria. Both migrants and Title I children were served a mid-morning snack and migrants received an afternoon snack. The meal for the night program was catered. Orders were placed based on expected attendance. Meals were usually available for late arriving students until nine or ten p.m. Meal time in this program afforded an opportunity for teacher-pupil interaction and for training (manners, serving, etc.) related to the girl's curriculum.

The registered nurse employed by the project served the elementary program 4 days per week and the night program on Wednesday nights. She implemented a complete program of health appraisal, first-aid and health instruction, and counseling. She coordinated referrals to physicians and dentists and provided transportation when required. Her other activities included visiting camps and homes to inspect and instruct. She also aided with the showering and clothing needs in the day program.

The Camden County Migrant Program was one of the most efficient in complying with reporting requirements. All records were up-to-date and accurate on the first visit. The site teams were informed that the staff kept records and held evaluation sessions beyond the state requirements.

Staff preservice and inservice training was conducted at three levels: Local, State, and the Virginia Beach Conference. The local staff held two preservice training and orientation sessions and a coordinated teacher, aide, and administrative session. During the program, a music consultant did inservice work with both pupils and teachers. A post service evaluation session was held at the end of the project by both staffs. At the State level, sixteen staff members attended the Atlantic Beach Conference, five attended the Elizabeth City behavior modification workshop and four attended the Grifton Conferences. Three persons attended the Virginia Beach Conference. Most members of the Camden Staff had previously worked with Migrants or Title I children.

V. OTHER SERVICES

In addition to volunteers who assisted in Camden County, community and governmental agencies also lent supplies and services. Title II funds supplemented the library services provided for Migrant children. The Department of Social Services provided financial aid for eligible families. The Department of Public Health assisted the nurse and provided appraisals when requested. The Farm Placement Office assisted the project's social worker in recruitment. Neighborhood Youth Corps workers were used in the project for custodial duties, food service duties and as non-teaching classroom aides. Apparently, the North Carolina Council of Churches was less active in the Camden area than in the past.

In addition to the persons employed at the sites during the day and night operations, the Camden program employed a home-school counselor (male) and a social worker (female). Their primary responsiblity was as liaison between

the project, the migrants, the various agencies, and the community in general. The social worker recruited students, assessed needs, supplied clothing and encouraged the parents to visit the day operation. The home-school counselor also recruited students, coordinated relations with various agencies, worked with crew leaders and promoted general community relations. Much effort was devoted to encouraging parents to visit the school. Parents of each student were sent pamphlets and letters describing the program. Posters were placed in camps announcing special programs. A tour of the camps and grader sheds indicated the effectiveness of these techniques.

General community relations should be described as "average" since both critics and supporters of the project were identified.

Information concerning the program was disseminated in several ways. Photographs and information were submitted for State publications. Copies of information booklets and flyers were distributed to migrants and interested citizens. Public appearances were made at churches, civic clubs and service agencies. Community leaders were invited to visit the program.

I. DISCUSSION OF PROJECT ACTIVITIES

Both the day and night programs in Camden County were well planned and implemented. The first three local objectives were demonstratively met by well designed activities provided in the day program. The evaluators observed few instances in which the teacher's goal was not apparent. Language skills were supported by musical games and songs, social studies instruction was related to the personal experience of individual children, and within the classrooms, enough freedom was allowed so that the learning centers could be effectively used. It is difficult to describe the balance between discipline and freedom in this situation. By many criteria, the program was not truly individualized; yet, all of the site team members expressed support for a program in which children's needs seemed to be in balance with learning goals and classroom activities. One visitor describes this feeling; " . . . the day program seems to be providing an academic program, similar to the winter program that would be provided for the various grade levels, at a more leisurely pace in order to provide additional types of activities like art and music more frequently in order to involve rather than to 'push' the students."

This program was judged to have met objectives five and six within the classroom as well as by field trips and the previously described large group activities. The health program did a commendable job of meeting the seventh objective. The nurse was primarily responsible for the health area, but grooming and instructional activities were also observed in the classroom. Objective number nine seemed to be more applicable to the night than the day program.

The weakest portion of the day curriculum was the physical education portion. This was recognized by both the site teams and project staff. As mentioned in the program description this was improved during the summer's operation with help from some of the night program's personnel.

The night program concentrated the bulk of its efforts around objective four, Vocational Instruction, with minor emphasis on Reading (No. 9) and Health and Grooming (No. 7). Even though this program was never observed in full operation, the evaluation reports seem to indicate more interest on the part of the girls in sewing and grooming and of the boys in wood crafts, sports and physical education. The Mobile Automotive Tune-Up Unit served eighteen boys at this project. The entire night program was severely hindered by irregular attendance. It should be noted that there was little evidence of pre-vocational instruction and that many of the activities were as much avocational as vocational. One person described this as "an opportunity for participants to engage in activities which provided a more satisfactory summer and a chance to relate to a group of adults familiar with their problems and sympathetic to them with genuine concern for their success and well-being."

The final observation of Camden's Migrant Operation is related to all other observations. Leadership qualities were demonstrated across all levels of project personnel. The evaluation teams believed that a concentration of efforts by all staff members was made to secure for each child a sense of accomplishment and fulfillment through encouragement, understanding, and love. The Director, the night supervisor and the nurse were singled out by site team members as doing an outstanding job.

Unfortunately, the Camden Project reached only a small number of students. Enrollment in the elementary program was less than half the number expected and attendance presented a major problem for the evening operation.

II. RECOMMENDATIONS

The local staff recommended:

1. Evening class hours and days be re-evaluated to determine if weekends or other times would alleviate the conflict of working hours with project operation.

2. A Better system for estimating enrollment.

3. More coordination between summer programs and follow-up programs.

The evaluation team recommends:

1. Restudying staff requirements in the light of this year's enrollment.

2. Attempting different hours and days of operating the vocational program.

3. Considering a prevocational instruction component for the night program.

4. Continuing progress on community relations.

5. Increase field trips and dramatic play (large group productions) in the elementary program.

6. Encourage the teachers of the day program to describe in writing their most effective methods in terms of objectives or goals that students have been observed to accomplish.

A

CURRITUCK ELEMENTARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 23
Days & Hours Operated: 8:00 a.m. - 4:00 p.m. M T W T F
[1]Total Days of operation: 30
Estimated Enrollment: 110*
Actual Enrollment: 89

[2]Average Daily Attendance: 84
[2]Sum of Daily Attendance: 2532

Type of Migrant:
Interstate: 4
Intrastate: 2
5 Year Provision: 83

[3]Average Length of Membership: 38
Maximum Membership: 89

Migrant Students Traveling in Family Groups: 89 Girls: 44 Boys: 45

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid
Supervisor	1	100%
Secretary	1	100%
Clerical Aide	1	100%
Social Worker	1	100%
Social Service Aide	1	100%
Janitor	1	100%
Cafeteria Manager	1	100%
Cooks	2	100%
Teachers	6	100%
Teacher Aides	6	100%

Part-Time	No.	Percent of Time Paid
Director	1	"Part-time"
Bus Drivers	2	50%
NYC Workers	?	0%

Total full-time equivalent paid staff: 22
Teacher-pupil Ratio: 1 : 14.8
Staff-pupil Ratio: 1 : 4.0

Number of Students by Age

Age:	5-	6	7	8	9	10	11	12	13	14	15	19
Number:	14	12	16	10	8	13	4	4	3	3	1	1

Average age of student: 8.3

[1] This number reflects only total days of operation (not calendar days).

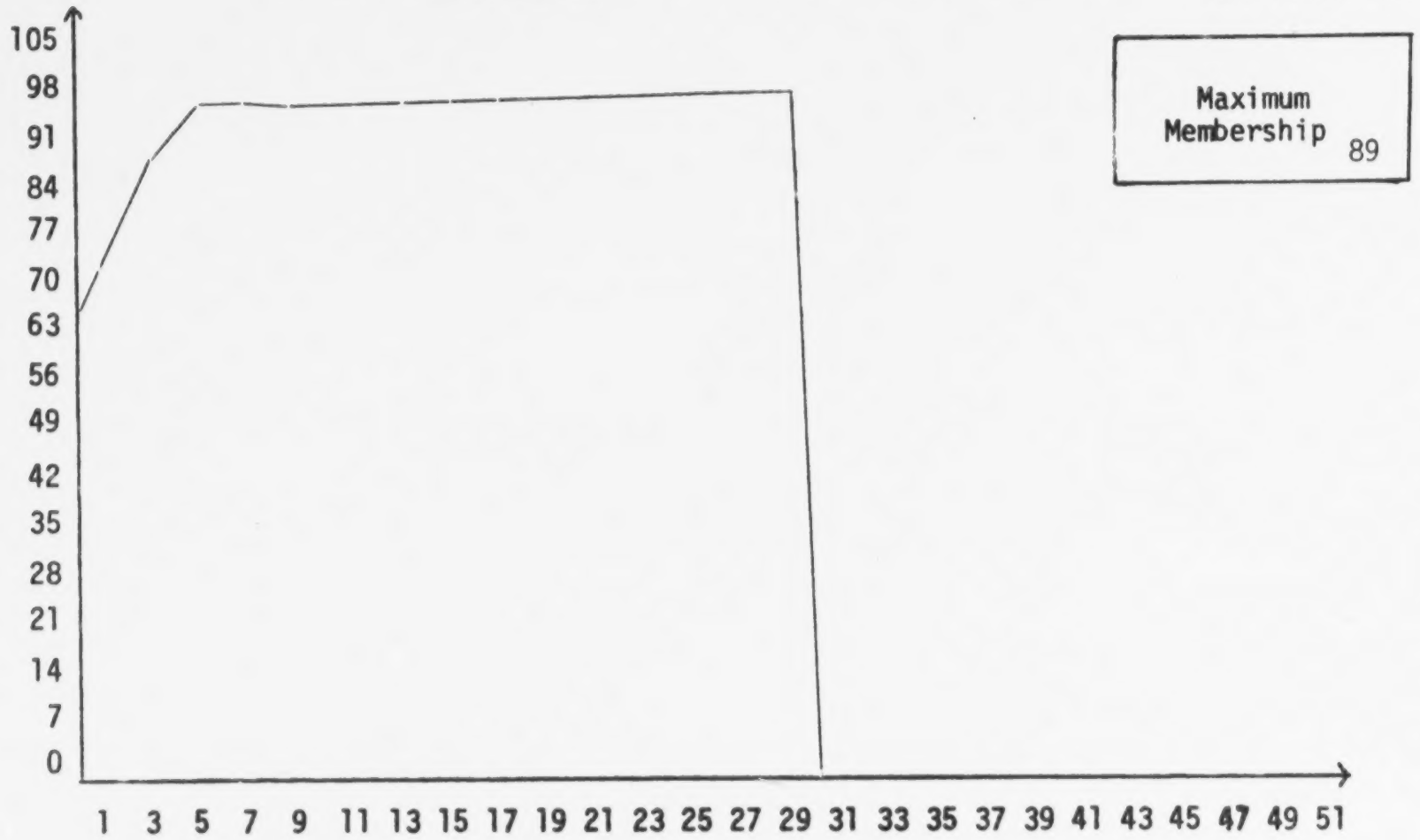
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

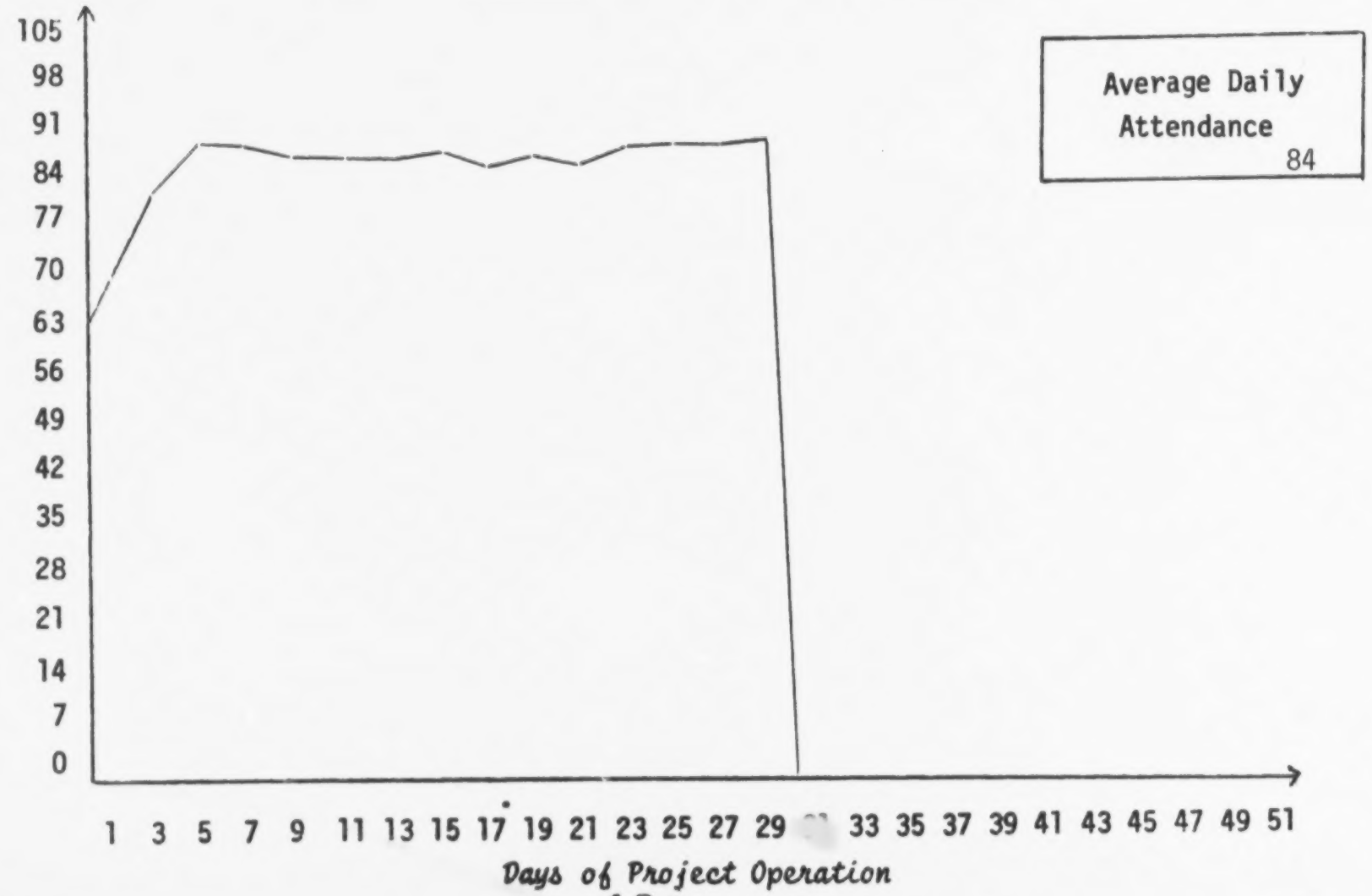
* Estimated Enrollment for both Elementary and Secondary Programs.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

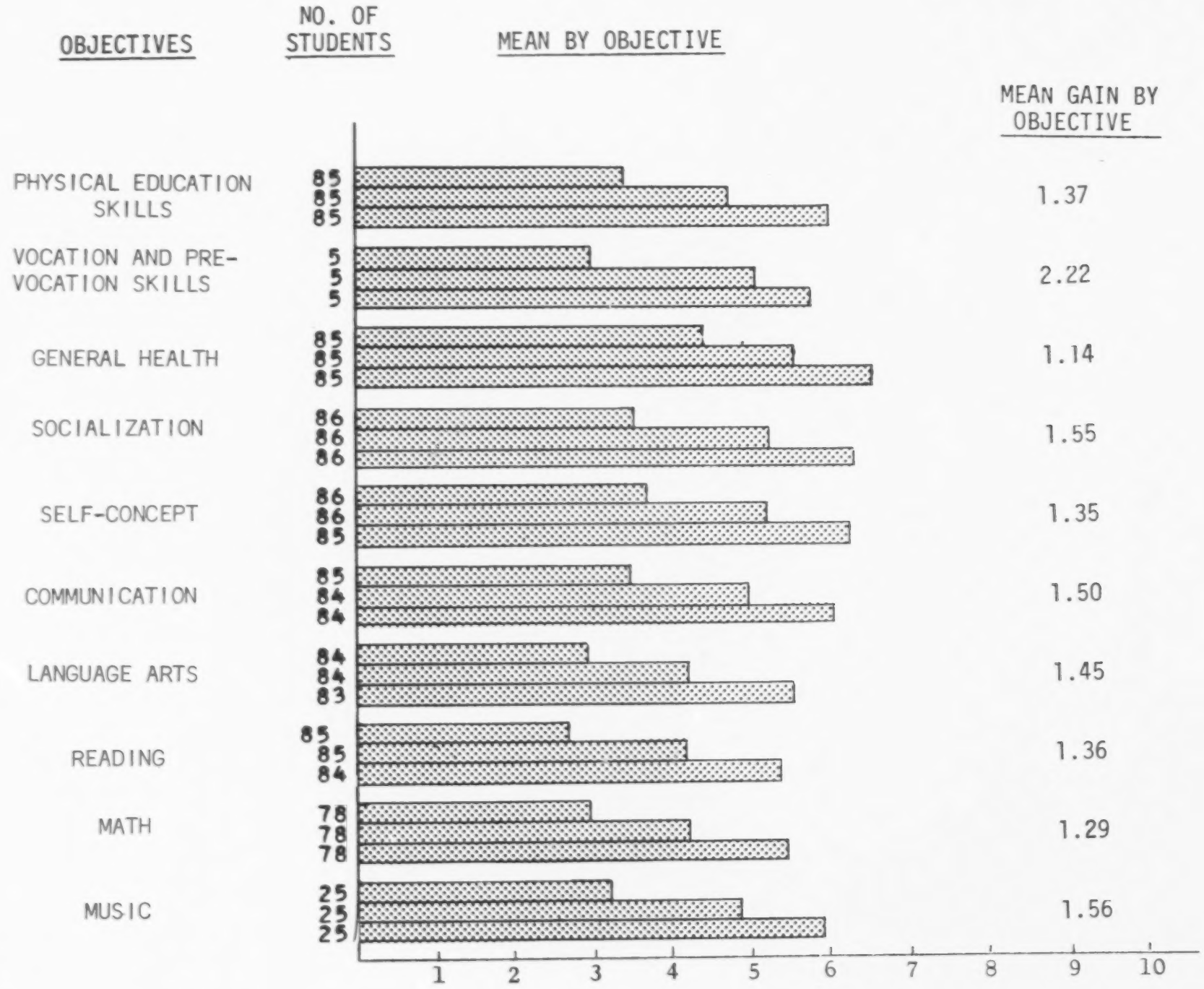
Currituck E.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



CURRITUCK ELEMENTARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

A

CURRITUCK SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 14 - July 23
Days & Hours Operated: 6:30 p.m. - 9:30 p.m. M T W T F
[1]Total Days of Operation: 30
Estimated Enrollment: 110*
Actual Enrollment: 26

[2]Average Daily Attendance: 20
[2]Sum of Daily Attendance: 608

Type of Migrant:
Interstate: 0
Intrastate: 0
5 Year Provision: 26

[3]Average Length of Membership: 35
Maximum Membership: 26

Migrant Students Traveling in Family Groups: 25 Girls: 12
Boys: 14

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Supervisor	1	100%	Director	1	"Part-Time"
Teachers	2	100%	Bus Driver	1	50%
Teacher Aides	1	100%			
Mechanic	1	100%			
Cafeteria Manager	1	100%			
Cook	1	100%			

Total full-time equivalent paid staff: 7.5
Teacher-pupil Ratio: 1 : 13.0
Staff-pupil Ratio: 1 : 3.5

Number of Students by Age

Age:	13	14	15	16	17	18	19	20+
Number:	1	4	9	3	5	2	1	1

Average Age of Student: 15.9

[1] This number indicates only total days of operation (not calendar days).

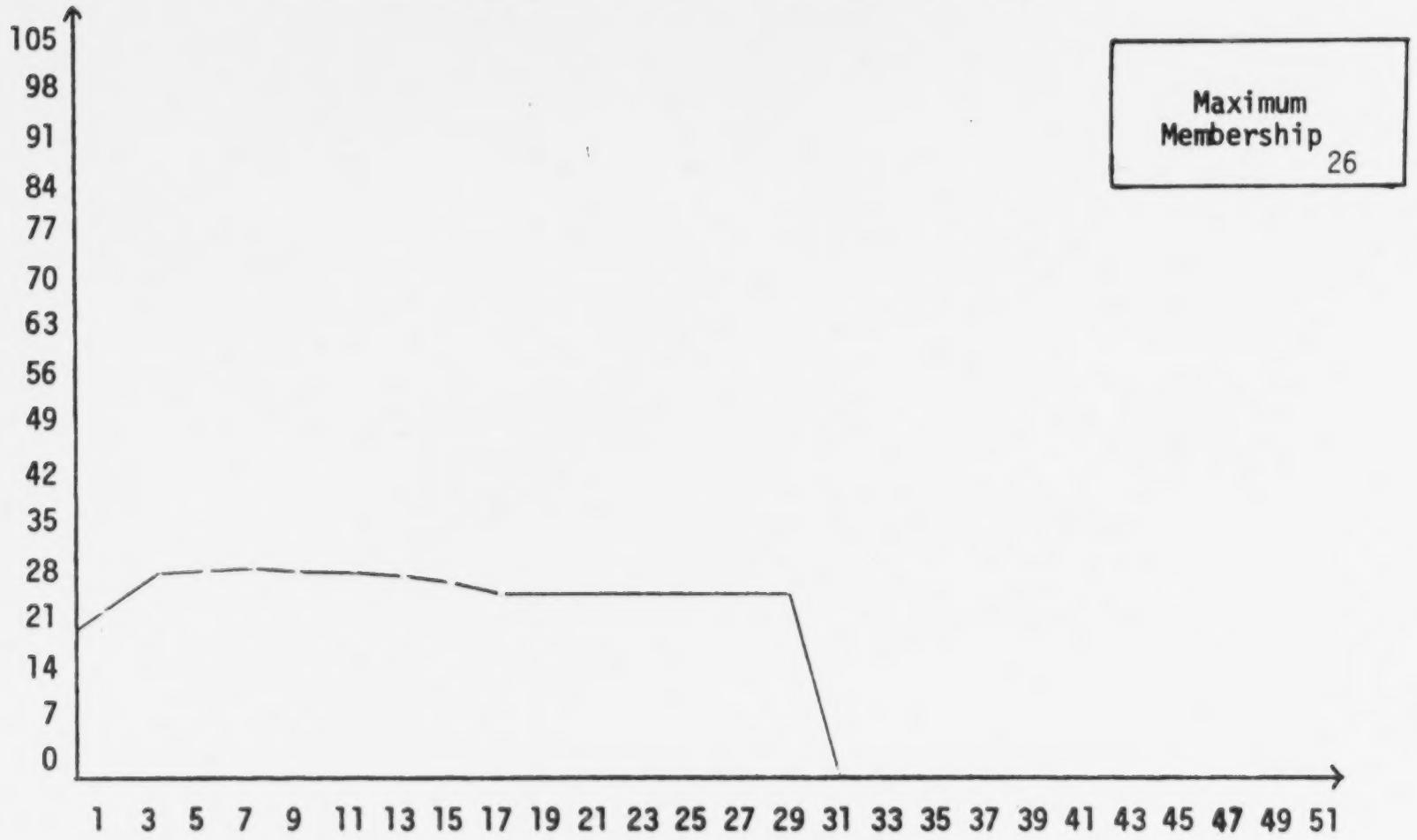
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

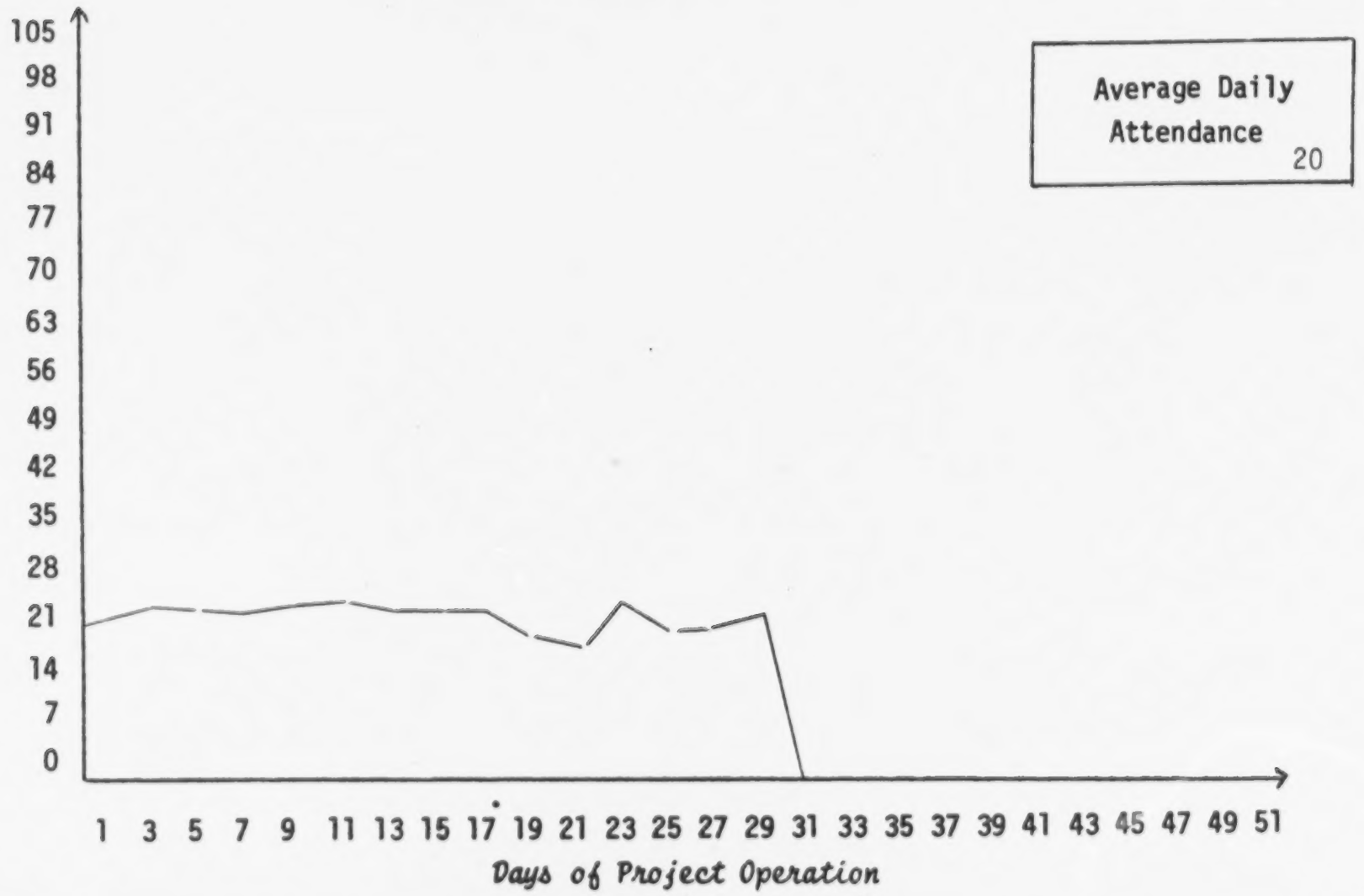
* Estimated Enrollment for both Elementary and Secondary Programs.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

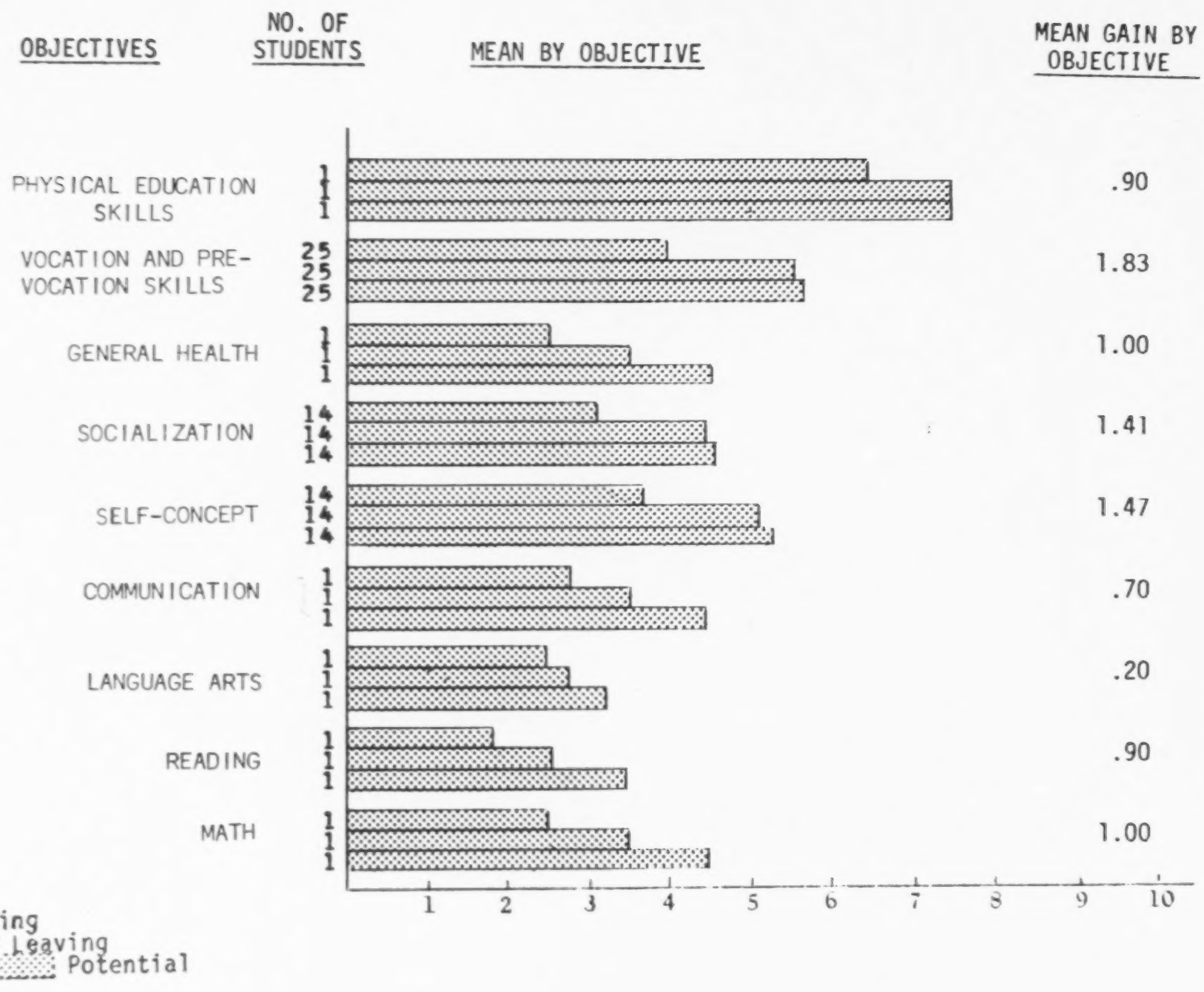
Currituck S.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



CURRITUCK SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

CURRITUCK COUNTY SUMMER MIGRANT EDUCATION PROJECT
W.T. BRIGGS ELEMENTARY SCHOOL
POPULAR BRANCH, NORTH CAROLINA
JOSEPH P. KNAPP HIGH SCHOOL
CURRITUCK, NORTH CAROLINA

Superintendent:	F. L. Pendergrass
Project Director:	Lane Presley
Day Program Supervisor:	M. B. Morris
Night Program Supervisor:	David Singleton, Jr.
Site Team Members:	Arch Manning
	John Bolton
	Jay Henderson
	Malcolm Williams

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern-that of comparing performance to objectives-which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as

observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve

communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. OBJECTIVES

The Currituck Project was modifying its objectives just prior to beginning operation. Refined copies of this year's program objectives and specific objectives may be obtained from the LEA.

Program Objectives:

1. Provide opportunities for the migrant child to develop a positive self-image.
2. Increase the migrant child's social growth and group interaction skills.
3. Provide for the physical well-being of the migrant child.
4. Provide pre-vocational training for the older migrant child.
5. Increase the migrant child's capabilities to function at a level approaching his level in reading, math, and science.

Specific objectives emphasized:

1. Elementary

   A. The student will demonstrate his ability to follow instructions.

   B. The student will demonstrate his ability to differentiate between objects by identifying common household items such as knife, fork, chair.

   C. The student will learn to identify the primary colors.

   D. The student will demonstrate a positive self concept by his response to various suggestions by the teacher and other members of the staff.

   E. The student will demonstrate his ability to get along with other students by sharing and taking turns willingly.

   F. The student will demonstrate his ability to differentiate between the size and shape of objects.

   G. The student will demonstrate number conception by counting and comparing numbers.

   H. The student will demonstrate muscular coordination by participating in activities such as jumping rope, playing softball, volleyball, etc.

I. The student will demonstrate his knowledge and practice good health habits by brushing his teeth, combing his hair, and washing his hands before eating, etc.

J. The student will participate voluntarily in group activities.

K. The student will demonstrate his ability to observe and to communicate by verbally describing experiences and events incurred on field trips.

2. Secondary

A. The student will select a pattern and materials necessary to make a dress. After appropriate instructions, the student will demonstrate her ability to use the sewing machine by making a dress.

B. After appropriate instructions, the student will demonstrate his ability to make minor repairs and adjustments to a small gasoline engine such as a lawnmower engine.

C. After viewing a sound-slide presentation, the student will evaluate slides and narration in a group discussion.

III. INSTRUCTIONAL PROGRAM

The Currituck Summer Migrant Program was comprehensive in serving children from kindergarten through sixth grade in a day program at the Griggs School and secondary students through an evening program at the Knapp School. Of an enrollment of 109 students, most were served under the five-year provision. Practically all of the staff members were new to migrant programs this year. There was some evidence that the program, especially at the Griggs School, had been redesigned.

The elementary program could be described as team teaching and individualization of instruction modified by an emphasis on using objectives and a contingency management system. The kindergarten program consisted mainly of musical games, fundamentals of counting, learning the alphabet and

puzzles. There were also group activities including physical education and puppet shows.

The instructional curriculum in the upper sections of the elementary program consisted of math, language arts, reading, science, art, music, health and physical education. The instructors of this section used a variety of teaching methods. Two male teachers did team teaching, two separate classrooms were utilized and each class was then sub-divided into three groups. Hoffman and Dukane readers, stories on records, filmstrips and magazine clippings were used as supplemental aids. One teacher pasted a picture on a sheet of paper, and each child then told a story to his classmates about the picture. Another popular method consisted of a token reward system. Children received tokens for various skills; these tokens could be used as money in the snack bar at a specified time. The elementary school-age children also received instruction in health procedures, personal hygiene, importance of good dental and medical checkups, etc.

These activities were scheduled in the various learning centers which resulted in considerable movement of pupils. Apparently this bothered some of the teachers more than it did the students. One interesting portion of the program at Griggs was that students were allowed to select exercises with which to work. The role of the teacher became that of consultant and evaluator. Math exercises were popular with this group, as were certain packaged reading materials. Unfortunately, the teacher-student ratio was relatively high, and a few low achievers seemed puzzled by the system. They played educational games such as building model communities until the

teacher could instruct them individually. The day supervisor gave individual lessons in reading to some of these children. The majority, however, adapted readily to this system.

A Title I kindergarten and remedial program was in operation at the Griggs school this summer. The Migrant Kindergarten received benefits from this proximity as did twelve of the migrants who required additional help in reading.

Physical education was scheduled for all students at various times during the day. Some activities were conducted in the gym and others in the school yard. The visitors observed basic basketball skills being taught to young children. The young male instructor seemed a favorite of the children. The aides appeared somewhat unsure of their capabilities in physical education.

Field trips to the Great Bridge, the Outer Banks, and Norfolk supplemented the operation of the elementary program.

The secondary program consisted of "free" time for early arrivals or rapid eaters, and two forty-five minute instructional periods separated by a supervised physical education break. All of the boys were enrolled in the course of small engine repair; the girls in personal hygiene and sewing. Capable instruction was observed in both areas. On the first visit, each boy was actively involved in completely rebuilding small four-cycle lawnmower engine. After the basic orientation had been completed, instruction was on an individual basis with the instructor and aide helping the boys who had difficulties. One of the evaluators suggested that equal emphasis should be given to the solution of difficulties through the use of service manuals.

On the second visit, it was noted that the boys were reading the manuals. The sewing classes also emphasized learning by doing. The goal was production of a garment, but proper procedures for the sewing operations were stressed.

The evaluators were informed that in addition to the vocational courses, classes in sex education, alcholism and drug addiction were conducted. The students viewed separately the movies, "From Boy to Man," and "From Girl to Woman" and engaged in discussion with instructors at the films end.

All of the students in the Currituck programs received the offerings very well. The elementary children especially liked the token reward system. The secondary students were still actively involved two days prior to the end of the program.

IV. SUPPORTIVE SERVICES

Transportation was provided to and from the school(s) for the instructional program and for field trips. Breakfast and lunch were served to the day students, while supper was served to those in the night class. A change of clothing, along with sneakers, was issued to each student at the beginning of the program.

In addition to the health instruction given to the children in the classroom, the Currituck County Health Department and the Department of Social Services provided assistance within their area of responsibility to the Migrants. The Migrant Health Clinic in Elizabeth City also supplemented the health program. However, a weakness of the program did exist in this area. According to local reporting, the entire scope of health and welfare services provided to the children was inadequate. "The limitations and

restrictions placed upon the use of Title I funds for these services along with the inadequate funds in the local departments made it very difficult to provide the services necessary to eliminate the health and social deficiencies among the migrant children."

The pre, in, and post service training of the professional staff was accomplished by the following: Preservice training included and Regional Conference on Migrant Education at Virginia Beach, the North Carolina State Conference on Migrant Education at Atlantic Beach, and a locally planned workshop. Local staff also received training in the use of all audiovisual equipment owned by the county school. In service training included the evaluations, dissemination of information, follow-up contact with growers, etc. In addition to the above training, the staff for the migrant program is employed by the local schools during the regular year. Clerical personnel attended a workshop in Grifton which acquainted them with the Migrant Record Transfer System.

V. OTHER SERVICES

Community relations in general were considered fair to good. Most of those participating in the program were five year migrants and were almost considered "regular" residents. The home-school coordinator did an excellent job in the black community to strengthen relations.

In one camp, she was the only "outsider" allowed to visit. Many white people regarded the program as one geared especially to black children and tended to ignore the projects.

Parental visiting to the school was not as high as hoped, but most of the parents were visited by some members of the staff and personally invited to visit the project at their convenience. A special event entitled Parents Day was held near the end of the session and participation here and at the girls fashion show was fairly good.

Dissemination on the local level included articles in newspapers, and contacts with growers, migrants and community leaders. On an intrastate basis, all materials may be obtained by request from the LEA by interested persons.

I. DISCUSSION OF PROJECT ACTIVITIES

The Currituck County Migrant Program was implemented this year with practically all new staff members and some new emphasis in instructional techniques for the elementary program. The secondary program was similar to previous operations. As previously mentioned, the project staff obviously refined and rewrote objectives this year, producing a new set by the end of the summer. This was judged commendable even though it complicated the task of this evaluation. Generally, the evaluators felt that the project supported all of the state objectives. Record keeping and reporting were excellent. Considerable local effort was devoted to inservice training. The teaming and individualization which resulted from this training supported state objectives numbers one and four and was adequate in the academic areas designated in objectives number three. The site teams felt that academic instruction would have been better had all the staff been convinced that teaming and individualization were superior to previous methods. Nevertheless, major changes were implemented and the elementary students seemed delighted with the entire program. The evaluators recommend that all aspects of the elementary program be continued and that the staff continue to search for more effective utilization of aides and other workers especially in classes where evaluating progress and giving individual assigments consumes large amounts of the teacher's time.

Coordination of activities with the Title I program was viewed as supportive of state objective number six. This should be continued with

caution as some of the Title I teachers may not be convinced that the "freedoms" of the migrant program are a good thing. More supervision in the hallways and lunchroom would probably please the Title I staff, without changing a good migrant program.

The kindergarten experiences provided supported state objective number two. One of the site team members suggested that consideration be given to providing separate inservice activities for pre-school teachers and aides.

The social worker was most competent and, in the opinion of the evaluation teams, had been most effective in the area of home-school coordination (objective number ten). Parental visits to the project should be continually encouraged as should visits to homes (especially in the case of the five year migrants) by staff members other than the social worker.

Community and agency relations and health services were not as highly developed in this project as in some projects serving more inter-state migrants. Improvement could probably be made in both of these areas although the site teams made no specific recommendations other than inviting influential local persons to visit the operation.

Physical education and field trips were supportive of a number of objectives. The physical education phase of the program was praised by both evaluators and local staff. Field trips were reportedly well received.

The evening secondary program was primarily supportive of state objective number four -- vocational education. As previously mentioned,

the evening program emphasized small engine repair, sewing, and personal hygiene. All of these were well taught by competent teachers. The students observed during the visits were OK and actively participating. Even considering the viewing of guidance films, (which was not observed) this program was somewhat limited in scope. Recreation-physical education was limited to supervised -- free play (basketball). The site team members suggested expanding the teaching to include at least an awareness of different types of vocations and possibly consideration of regular school education as vocational training. With a minimum of preservice training, this staff should be able to do an excellent job of expanding the scope of the instruction into pre-vocational orientation.

II. RECOMMENDATIONS

The Local Staff Recommends:

1. Provide for more coordination between the day and evening sessions.

2. Provide more definitive information in regard to developing specific and detailed behavioral objectives.

3. Provide a better pupil-teacher ratio for kindergarten-aged students.

4. Provide earlier approval so that supplies can be delivered on time.

5. Provide more health services.

The Evaluators Recommend:

1. Continue the elementary program as structured with more emphasis on the needs of children when planning the activities.

2. Use Youth Corp workers as teacher aides.

3. Broaden the scope of the secondary program to include other areas of instruction.

4. Provide more direction to the physical education portion of the secondary program e.g. introduce some new sports.

5. Continue to correlate some phases of the elementary program with concurrent Title I activities.

6. Continue to work toward better community acceptance of the Migrant Education Program.

A

DUPLIN SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: June 21 - August 21
[1]Days & Hours Operated: Evening and Irregular hours S M T W T F S
[1]Total Days of operation: 61
Estimated Enrollment: 245
Actual Enrollment: 270

[2]Average Daily Attendance: 164
[2]Sum of Daily Attendance: 10,020

Type of Migrant:
Interstate: 226
Intrastate: 18
5 Year Provision: 26

[3]Average Length of Membership: 39
Maximum Membership: 269

Migrant Students Traveling in Family Groups: 7

Girls: 13
Boys: 257

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of Time Paid	Part-Time	No.	Percent of Time Paid
Director - Counselor	1	100%			
Clerk - Bookkeeper	1	100%			
Counselors	10	100%			

Total full-time equivalent paid staff: 12
Counselor-pupil Ratio: 1 : 27.0
Staff-pupil Ratio: 1 : 22.5

Number of Students by Age

Age:	*	9	10	11	13	14	15	16	17	18	19	20+
Number:	6	1	2	1	1	7	16	47	44	34	37	74

* Age not indicated Average Age of Student: 17.9

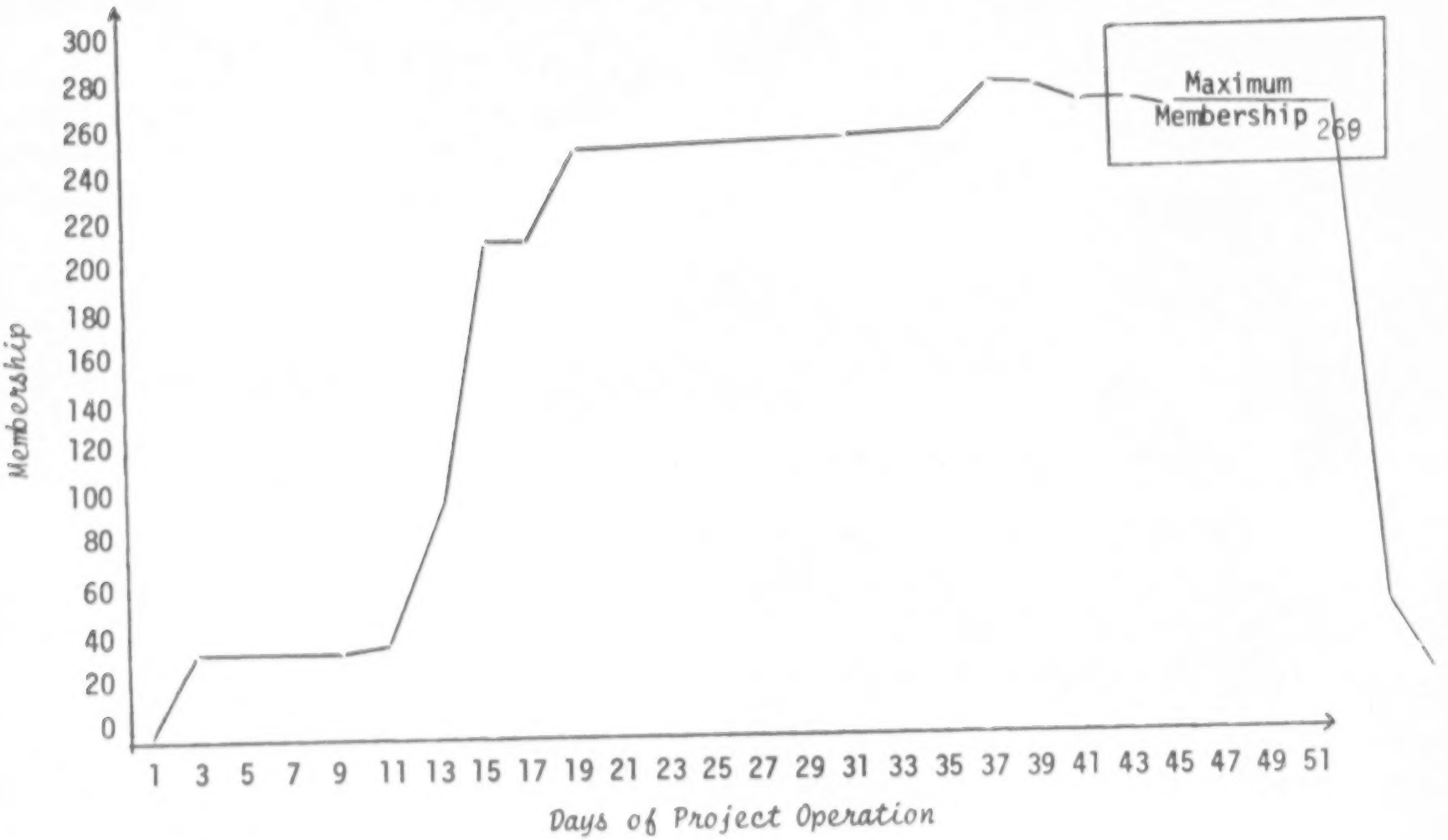
[1] This number reflects only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

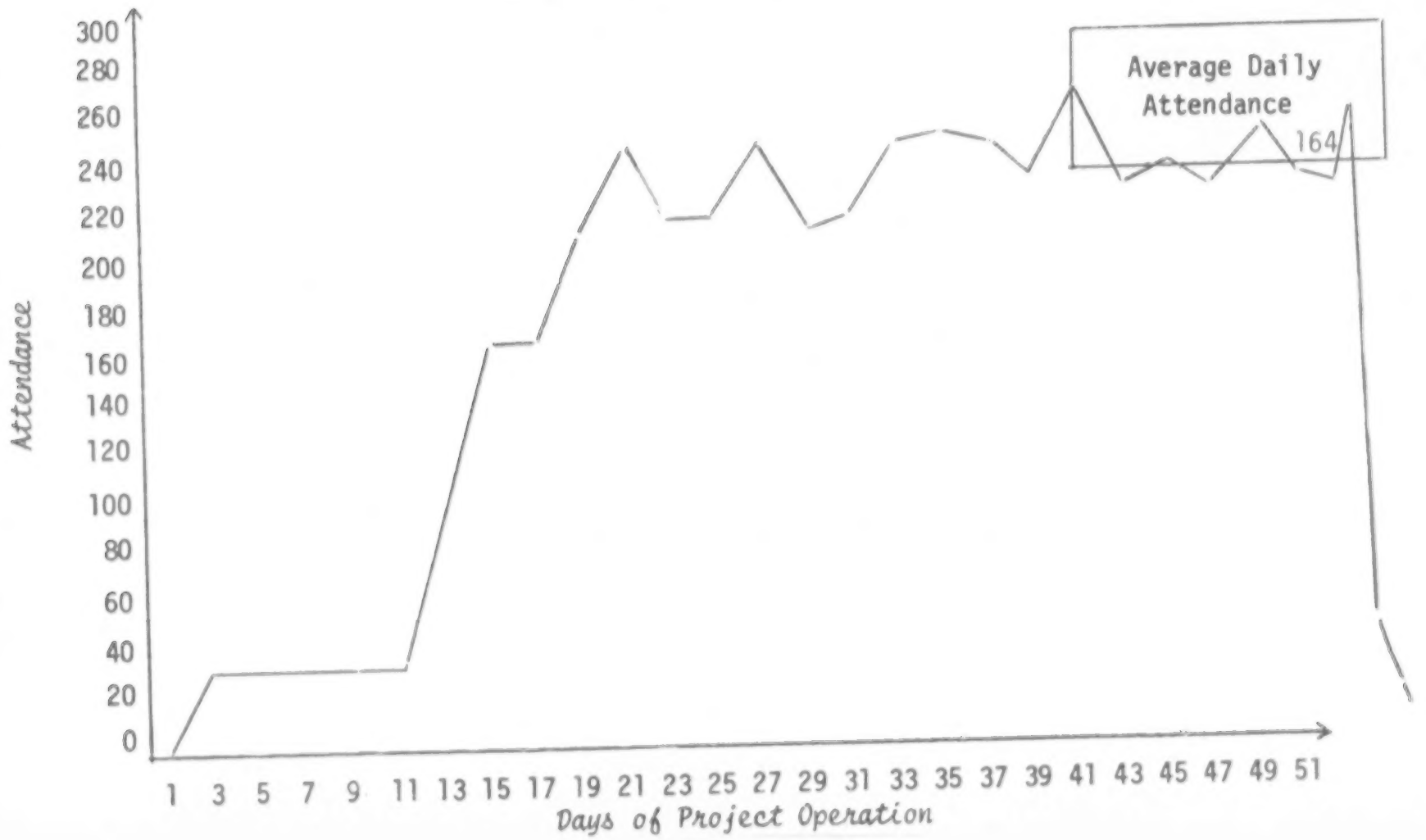
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

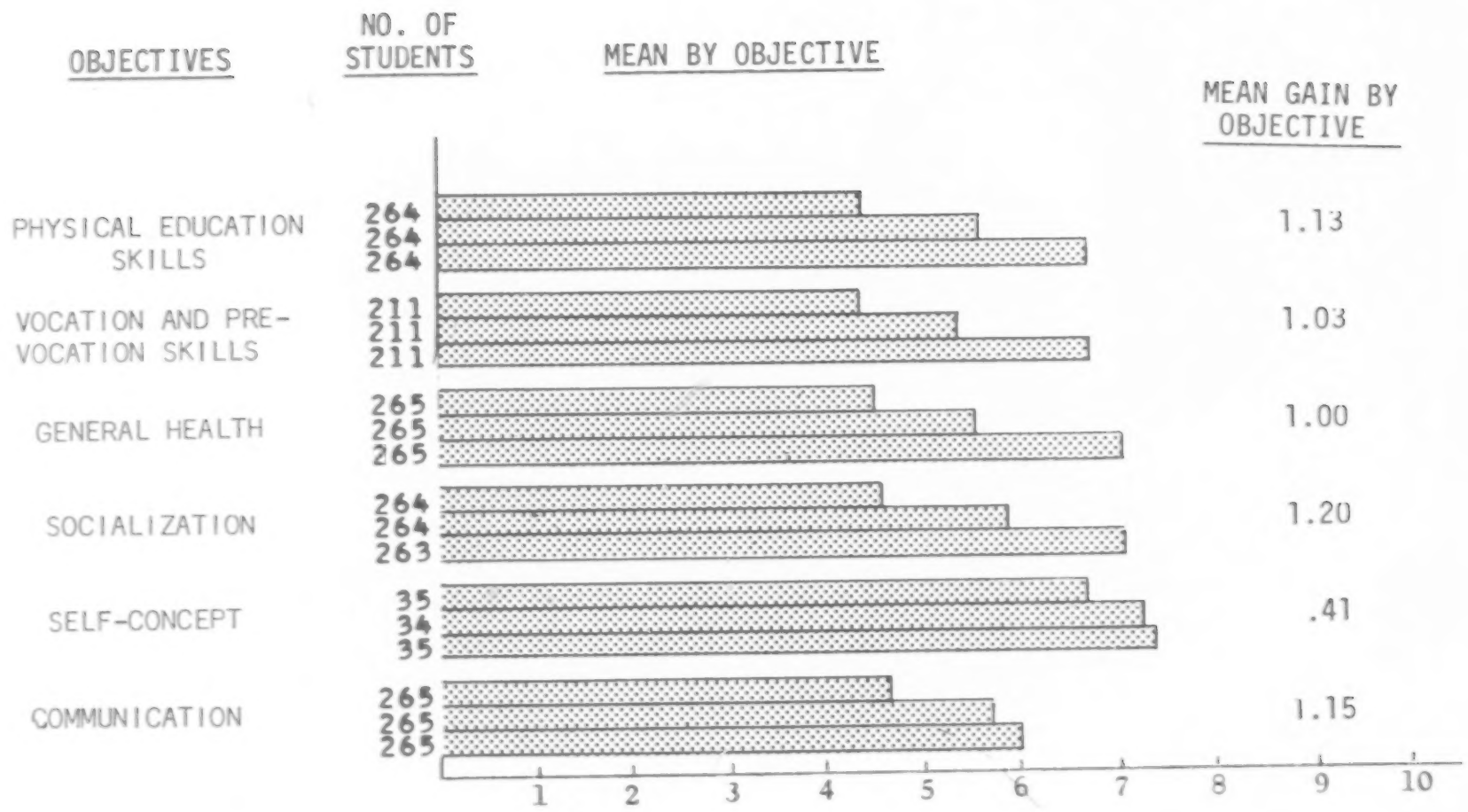
Duplin S.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



DUPLIN SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

DUPLIN COUNTY SUMMER MIGRANT EDUCATION PROJECT
KENANSVILLE, NORTH CAROLINA

Superintendent: C. H. Yelverton
Project Director: Hubert E. Bowden

Site Team Members: Arch Manning
Abbie Krystall
Malcolm Williams
Virgil Mi-ler
C. C. Lipscomb
John Bolton

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

Primary

To provide approximately two hundred forty-five secondary age migrant male youths opportunities to receive personal-social, vocational, and educational counseling in order that they may make satisfactory adjustment and achieve a degree of security in the rural community life of Duplin County.

Secondary

Through the above to help the migrant youth see himself as a human being with worth and intrinsic value.

III. INSTRUCTIONAL PROGRAM

The Duplin County Summer Migrant Education Project offered a guidance and counseling program during the weekdays and an instructional and recreational program on the weekends. Two hundred fifty seven boys and thirteen girls ranging from nine to over 20 years of age were enrolled this summer. A majority of the students had come from Mississippi to work in the North Carolina tobacco harvest.

Ten teachers from the Duplin County schools served as teacher-counselors for the program. Each counselor was assigned an average of twenty three students. The counselors made daily visits to the campsites. During these visits, the counselors established rapport with the boys and cooperative relationships with the growers. Most of the counselors were familiar with tobacco harvesting and, on occasion, worked along with the students in the fields. Other activities conducted during these visits ranged from installing basketball goals to cooking demonstrations. The counselors also encourage the boys to bank portions of their earnings, get into town to make purchases and helped with all types of personal, adjustment, or educational problems. All counselors encouraged the boys to correspond with their families, keep the campsites clean and neat,

continue their education, read for recreation and information, purchase food wisely and prepare balanced meals.

All schools in the county were available for the migrant program and weekend activities were held at various schools. The counselors relied on past experiences and personal assessment of student needs and interests in order to develop an instructional and recreational program. The result was a program which included offerings in science (demonstrations), ceramics, crafts, art, music, industrial arts, and sports and physical education. Most of these activities were conducted on a freedom of choice basis. Offerings were quite flexible and allowed ample opportunities for each student to engage in a variety of activities within the limited span of project weekends.

On many weekends movies were provided at the schools. Although the emphasis of this aspect of the program was on health and nutrition, other movies were also used.

An industrial arts teacher was added for this summer's project. He provided instruction in woodworking and carpentry. A number of the boys took advantage of the state automotive tune-up unit to learn the fundamentals of tuning engines.

Libraries were available at the facilities of the schools. Students were encouraged to use these as well as the magazines and books which the counselors brought to the campsites.

Recreational activities were much in evidence on the weekends. Sports oriented activities such as basketball and softball were always popular. Other activities included field trips and outings where food was provided.

Student reaction to the program was reported as extremely good. Attendance at all activities was high and students exhibited a great deal

of trust and confidence in the counselors. Another indication of student acceptance was that students who had participated in previous Duplin County Programs were active in recruiting newcomers.

IV. SUPPORTIVE SERVICES

Transportation was provided from the campsites to the schools during the weekend sessions and for field trips. Counselors assisted in transporting students to the schools. Some of the counselors also provided transportation for the boys to town for the purpose of shopping for clothes and doing laundry. Meals were provided on the weekends and most times picnic lunches were furnished for field trips.

Health services were provided in two ways: instruction and treatment. Health kits were supplied to all students by the North Carolina Council of Churches and these along with films, discussions and reading material enlightened the students in regard to proper hygiene importance of nutrition and basic physical fitness. When needs arose requiring professional assistance,the students were referred to the County Department of Health and private practitioners. The project worked closely with the Farm Labor Service in providing and obtaining jobs for students who were not returning to school.

Project personnel cooperated with all required reporting this year including the Student Transfer Records and evaluative requirements.

All counselors attended the Migrant Education Summer Staff Development Conference at Atlantic Beach. Representatives from the project attended the Virginia Beach Conference, the Behavior Modification Conference and the Grifton Planning Conference. Inservice training consisted mainly of weekly meetings which were conducted by the staff and Superintendent for the purpose of discussing what had been accomplished

and the borrowing of techniques and methods from one another which had proved successful in a given situation.

V. OTHER SERVICES

The program staff worked hard to involve the black community with the migrants and a great deal of improvement was seen in the attitude of the local black community toward the migrants this year. The rest of the community was split on their attitude toward the program. While some tended to view it as "just another Federal project, one to ignore and leave alone," others accepted the young people with the realization that their needs, interests and desires were no different from youngsters who resided permanently in the community. A Migrant Council was also organized and utilized for the first time this year. Several local citizens in the community invited various boys to their home, and went on trips with them. One counselor arranged for one of the boys to sing in the choir of a local church.

The growers were enthusiastic about the program. They felt that the program was a plus to the community in that it provided essential services to the youth and helped the students to avoid trouble in many cases through the benefits of the guidance and counseling services. The counselors visited the growers regularly.

Parents were not involved in the program as most of the students had come from Mississippi to work in Duplin County for the summer months but as mentioned previously, the counselors encouraged the students to correspond regularly with their families.

Movies, slides, and pictures were taken of the project for dissemination purposes and a local newspaper did a feature news story on the program. Most other dissemination of information was accomplished by word of mouth and personal contact with supporting agencies, growers, and community leaders.

I. DISCUSSION OF PROJECT ACTIVITIES

Both evaluation teams reported that the Duplin County Project was doing an excellent job of meeting the limited local objectives. Actually, the reported activities exceeded the scope of the objectives by a considerable degree. It was suggested that more objectives should be included in future project proposals.

Many aspects of the Duplin project were praised by all site team members. The relationships which were fostered between the students and the counselors were described as most conducive to a successful counseling operation. Teachers from various subject matter areas were extremely effective in counseling. This speaks well of the quality of personnel as well as reflecting competent leadership and direction. Project staff reported that both the director and the superintendent were instrumental in developing a successful project. It has been noted previously that all facilities of the system were available for migrant program activities.

The relationship between the project, the growers and persons dealing directly with the migrants, was very good and indicative of much work and concern by this as well as past projects. The project staff, especially the Director, effectively worked with other agencies which provided services to migrants.

Tailoring the weekend offerings to the needs and desires of the students was viewed as being very effective in producing interests and involvement. Some of the evaluators, however, felt that there was too much concern on interests and immediate needs. They suggested that the strong "social service" aspect of the program be maintained, but that future expansion be made into more long range needs, especially vocational education

needs. It was suggested that the project consider adding some instruction in legal rights of citizens, job opportunities, educational requirements for jobs, how to apply for jobs, how to read contracts, and where to seek various kinds of assistance.

The Duplin County project was evaluated as outstanding in the areas developing good relationships between all the various groups and the migrants; excellently administrated, and strong in the area of counseling and meeting immediate needs of the students. The project was in accordance with all applicable State objectives except number five -- Vocational Orientation and Skills. There was evidence that some attention was paid to this area -- job counseling and automotive tune up. However, most evaluators felt that future projects will be in a position to strengthen this area considerably.

II. RECOMMENDATIONS:

The Local Staff Recommends:

1. Increase Staff
2. Increase travel allowances for counselors
3. Provide more social activities for students

The Evaluators Recommends:

1. Strengthen the instructional component of the program especially in the area of vocational and pre-vocational training
2. Consider providing one female counselor for future programs
3. Continue to work on improvement of general community attitudes
4. Write objectives into the proposal which more completely describe the total scope of the project
5. Explore the use of aides especially in the area of record-keeping

A

GREENE SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: July 2 - August 13
[1]Days & Hours Operated: 7:00 a.m. - 11:00 p.m. M T W T F S S
Total Days of Operation: 33
Estimated Enrollment: 300
Actual Enrollment: 255

Average Daily Attendance: 51
[2]Sum of Daily Attendance: 1695

Type of Migrant:
Interstate: 245
Intrastate: 10
5 Year Provision: 0

[3]Average Length of Membership: 26
Maximum Membership: 241

Migrant Students Traveling in Family Groups: 0

Girls: 2
Boys: 253

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Coordinator	1	100%			
Secretaries	2	100%			
Counselors	4	100%			
Nurse	1	100%			
Social Worker	1	100%			

Total full-time equivalent paid staff: 9
Counselor-pupil Ratio: 1 : 63.8
Staff-pupil Ratio: 1 : 28.3

Number of Students by Age

Age:	14	15	16	17	18	19	20+
Number:	8	12	52	59	65	33	26

Average Age of Student: 17.4

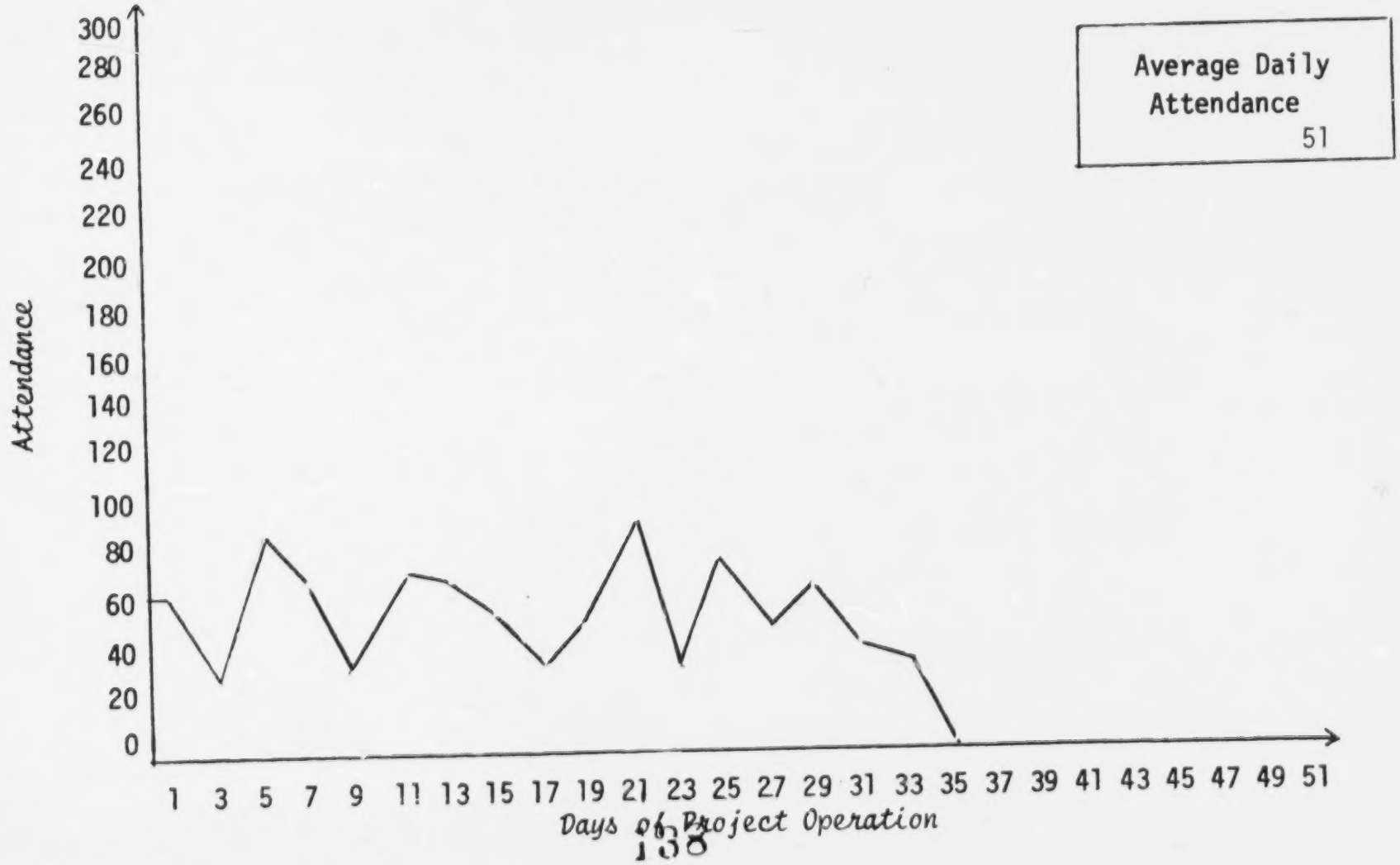
1. This number reflects only total days of operation (not calendar days).

2 This is the total number of students present for all the days the project was in operation.

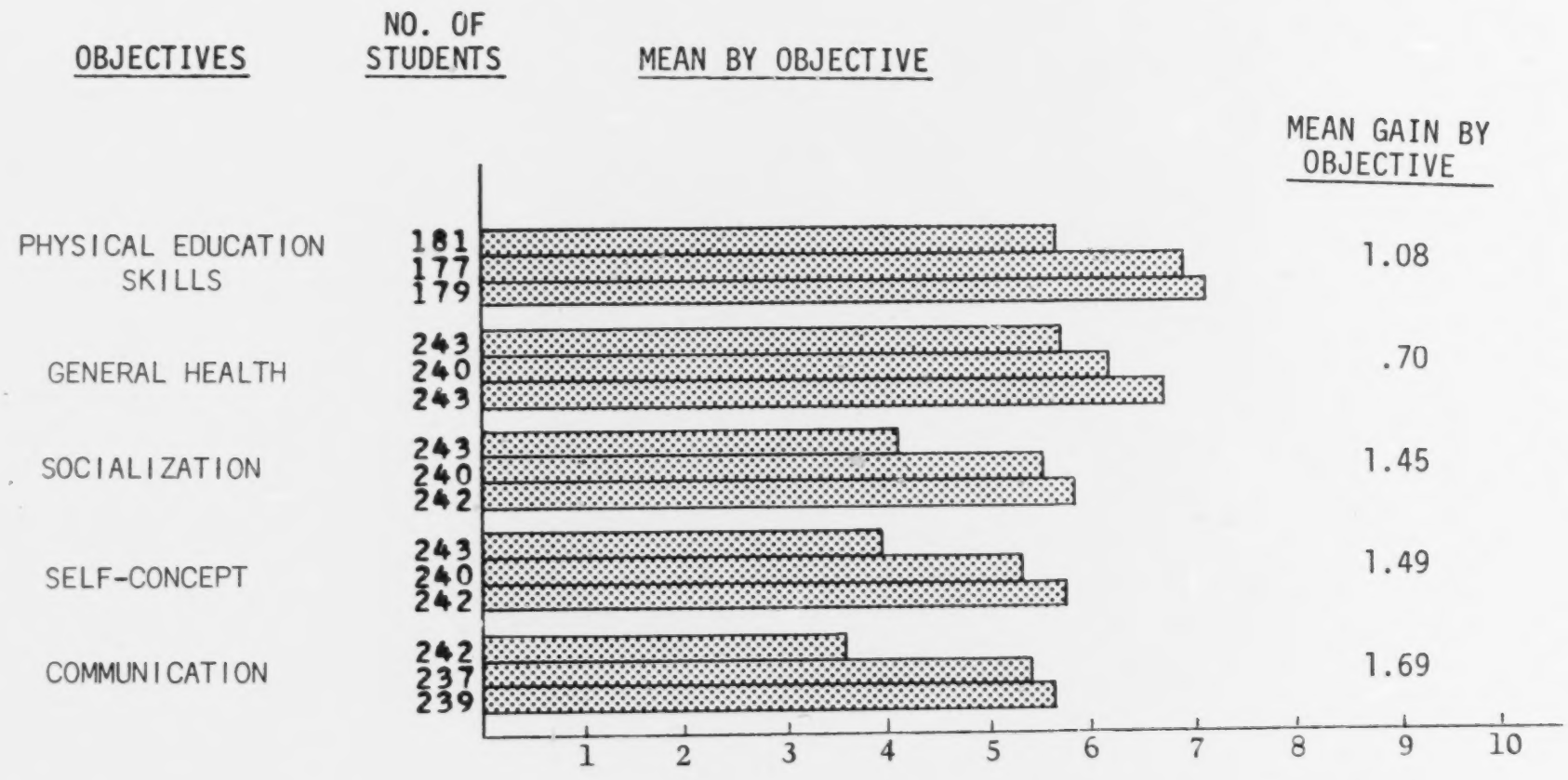
3 This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Greene S.

PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



GREENE SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

GREENE COUNTY SUMMER MIGRANT EDUCATION PROJECT
GREENE COUNTY SCHOOL OFFICE
SNOW HILL, NORTH CAROLINA

Superintendent: George S. Taylor
Project Director: Mary Christman
Associate Coordinator: Linda J. Jones

Site Team Members: Arch Manning
John Bolton
Malcolm Williams
M. B. Morris
Milton Sawyer

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern - that of comparing performance to objectives - which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the

extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaries filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

The Hyde County Migrant Education Program was designed to meet the following objectives:

1. Increase the migrant child's social growth, positive self-concept, and group interaction skills.

2. Increase the migrant child's capabilities to function at a level approaching his potential in language arts and math.

3. Provide the migrant child with preschool experience that will prepare him to function successfully.

4. Utilize available agency resources through coordinated planning in order to improve mutual understanding and appreciation of cultural differences among migrant children.

III. INSTRUCTIONAL PROGRAM

The Hyde County Summer Migrant Education project was organized into an instruction phase for preschool and elementary school students (grades 1 - 6) which was operated at Mattamuskeet School and a recreational phase for enrolled children and other young migrants which operated for 5 hours on Sunday afternoons and two hours one week night at the three migrant camps. The instructional phase emphasized readiness, reading, language arts and cultural enrichment. Classes in sewing for girls were added to the program in response to student interest. Similarly, volunteer help made possible classes in small engine repair for the older boys.

II. PROJECT OBJECTIVES:

1. To assist the student, through an informal counseling situation to relate his desires to his own educational needs and purposes.

2. To provide informal (at camps and other sites) health and hygiene instruction for the summer migrant students.

3. To encourage reading for information and enjoyment by providing consumable reading materials such as paperback books, magazines and newspapers.

4. To improve understandings and relationships between the migrant student and local population through contacts with both groups by counselors and a social worker.

5. To provide a measure of home-school coordination by writing to the parents and providing information about their child enrolled in the summer migrant program.

6. To provide health and dental services to the extent of screening and referrals when required.

7. To provide through counseling situations opportunities for the students to develop better self concepts through discussions with an interested adult counselor.

8. To provide recreational (sports) supplies and activities during leisure hours for the migrant students.

III. INSTRUCTIONAL PROGRAM

The Greene County Migrant Project primarily offered a counseling service to boys aged fourteen to twenty. Instruction was limited to that carried on at the camps (typically tenant houses) by the counselors. The counseling was generally relevant to the boys' working situation and their physical well being. Some concern was shown by the counselors for the boys' future in school and in the world of work.

The project was about twenty percent under-enrolled this year. A reported cause of this under-enrollment was that many of the "boys" from Mississippi who came to North Carolina for this year's tabacco harvest were over twenty one.

The counseling staff was comprised of four high school principals. These counselors visited the boys during lunch (12:00 p.m. - 1:30 p.m.) and in the evenings from 7:00 p.m. until 9:00 p.m., and were on call during the weekends. During these visits the counselors discussed problems of concern to the boys. These concerns ranged from safeguarding earnings to school attendance; although the latter was generally instigated by the counselors except for the sports aspect of schools. Unfortunately, a lack of facilities prevented those who did show an interest in school any formalized instruction in pre-vocational or educative subjects. The evaluators received the impression that the counselors were highly attuned to health problems and the relationships between the boys and the growers. In extreme cases where a boy was having difficulty adjusting to a particular crew leader or grower, the counselors were instrumental in arranging a transfer to another farm which offered a more agreeable atmosphere for both the boy and the grower. It was observed during the visits that the counselors worked as effectively with crew leaders as with the boys and the growers.

In addition to the counseling function, the principals provided the boys with reading materials (Life, Look, Jet, Ebony, textbooks and library books) as well as health kits and recreational equipment such as

softballs, bats, basketballs and horseshoes. Some of the counselors participated in the sports activities. Other services provided by the counselors included transportation for the boys in cases of health emergencies and treatment of minor injuries and infections. The boys were provided with phone numbers which enabled them to contact the counselors at any time.

IV. SUPPORTIVE SERVICES

Services seemed to be a major thrust of the Greene County project. The only transportation provided the boys was for health services. (Some counselors on their own time and expense did provide transportation for community activities.)

Since the project did not operate within a school facility, there was no provision for food services. The staff did work with the Council of Churches in the provision of emergency food in cases of dire need.

Health services provided were relatively extensive. The project provided and scheduled medical and dental examinations and treatments singly and in conjuction with other agencies. The nurse provided some health instruction, scheduled treatments and coordinated with other agencies. There was cooperation between the project and a State Department of Health Medical Van staffed with interns who provided services to migrants' camps within three-county area. There was also close cooperation with the Greene County Health Department.

Other services were provided by: the Department of Social Services -- money for boys to return home; The Farm Labor Service -- employment and identification of migrants; and The North Carolina Council of Churches.

The Greene County Migrant Education Project was most efficient in complying with all reporting requirements. They exercised considerable caution concerning eligibility for enrollment.

Members of the staff of Greene County attended the Atlantic Beach Conference for preservice training. Inservice training consisted primarily of informal meetings for specific problems and group gatherings concerning reporting.

V. OTHER SERVICES

A measure of home school coordination was achieved through letters written by the staff to parents concerning the boys' arrival and enrollment in the program. A number of the parents wrote back to express their appreciation and sometimes their concern. Individual counselors encouraged the boys to write home and sometimes attempted to mediate parents desires with boys actions.

Support of the program by crew leaders and growers was reported as excellent. All growers were contacted by project staff members who explained the program. Some growers who were antagonistic in the past supported the project this year. This new attitude was attributed mainly to the fact that the growers were appreciative of the health and transportation services provided by the project and the decline in

arrests which they attributed to the counseling service. It is difficult to determine general community attitude. The project staff proceeds with caution in this area. Dissemination is primarily limited to word of mouth.

I. DISCUSSION OF PROJECT ACTIVITIES

Although the program was very limited in scope, evaluators felt that when measured in terms of local objectives, success was achieved. The least achievement was noted in the area of health instruction. Only the counselors brought this to all boys. The actual counseling and the home school coordination through letters were judged most effective. One estimate was that approximately a third of the parents replied.

An overwhelming majority of the site team members believed that the counselors were well suited for their roles. Most of the boys reacted very positively to their counselors but in a few isolated cases where boys had trouble establishing rapport, the program was flexible enough to allow a counselor the opportunity of working with a boy who had responded favorably to him, even though the boy was actually in another counselor's jurisdiction. One team member, however, suggested that the project should attempt to hire at least one counselor from a background similar to the boys (i.e. a "non-school" person.)

All site team members were concerned about the lack of instruction or education in the project. It is believed that the two years the project has been in operation established a firm ground for expansion in the future.

II. RECOMMENDATIONS

The project staff recommends:

1. Provision of supervised recreation for the boys while they are in Greene County.
2. A physical examination for all boys before they leave their home state.

3. More funds for medical purposes.

4. More visits to similar programs during operation.

5. Advance notice of on-site visits to the boys.

The Evaluation Team Recommends:

1. Expansion of the Project (including the provision of some type of facility) to bring the project more in line with state objectives.

2. Continuation of the counseling program with an expansion of scope of counseling topics into the prevocational and employment opportunity areas.

3. Provision of food services even if restricted to weekends.

4. Having the counselors record a sample of the boys reactions to the program for a determination of needs.

5. Utilize the services of a state automatic tune - up unit.

6. Provision for more visits to other projects serving secondary groups (teen-age boys).

A

LENOIR SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: July 6 - August 13
[1] Days & Hours Operated: 5:00 p.m. - 10:30 p.m. T T F S
[1] Total Days of operation: 23
Estimated Enrollment: 95
Actual Enrollment: 75

[2] Average Daily Attendance: 47
[2] Sum of Daily Attendance: 1099

Type of Migrant:
Interstate: 74
Intrastate: 1
5 Year Provision: 0

[3] Average Length of Membership: 30
Maximum Membership: 67

Migrant Students Traveling in Family Groups: 0

Girls: 0
Boys: 75

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Director	1	100%			
P. E. Instructors	2	100%			
Carpentry Instructor	1	100%			
Small Engine Instructor	1	100%			
Electrical Instructor	1	100%			
Learning Lab Instructor	1	100%			
Guidance Counselors	3	100%			
Teacher Aides	6	100%			
Bookkeeper	1	100%			
Secretaries	2	100%			
Janitor	1	100%			

Total full-time equivalent paid staff: 20
Teacher-pupil Ratio: 1 : 12.5
Staff-pupil Ratio: 1 : 3.8

Number of Students by Age

Age:	15	16	17	18	19	20+
Number:	4	18	23	10	8	12

Average age of Student: 17.3

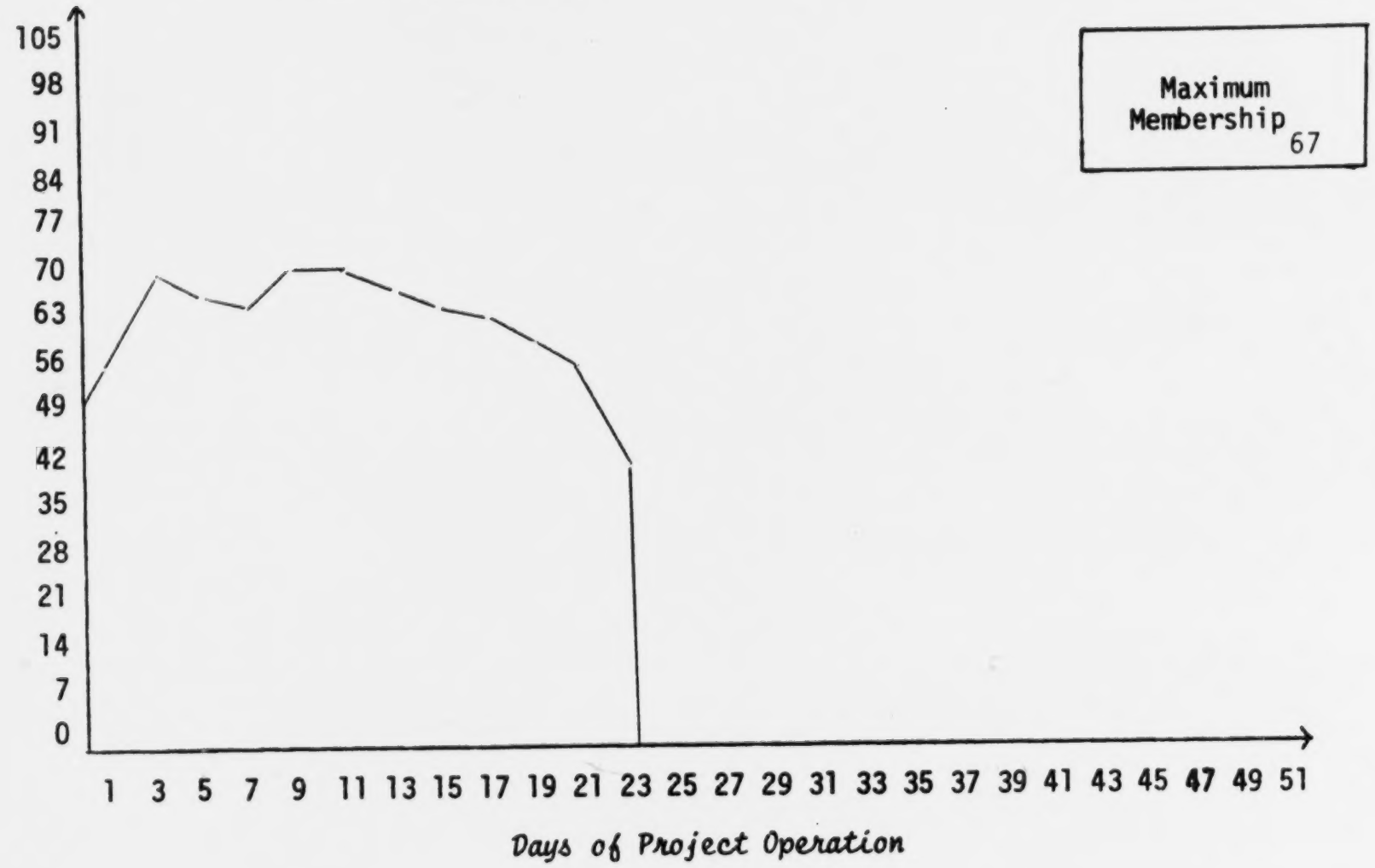
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

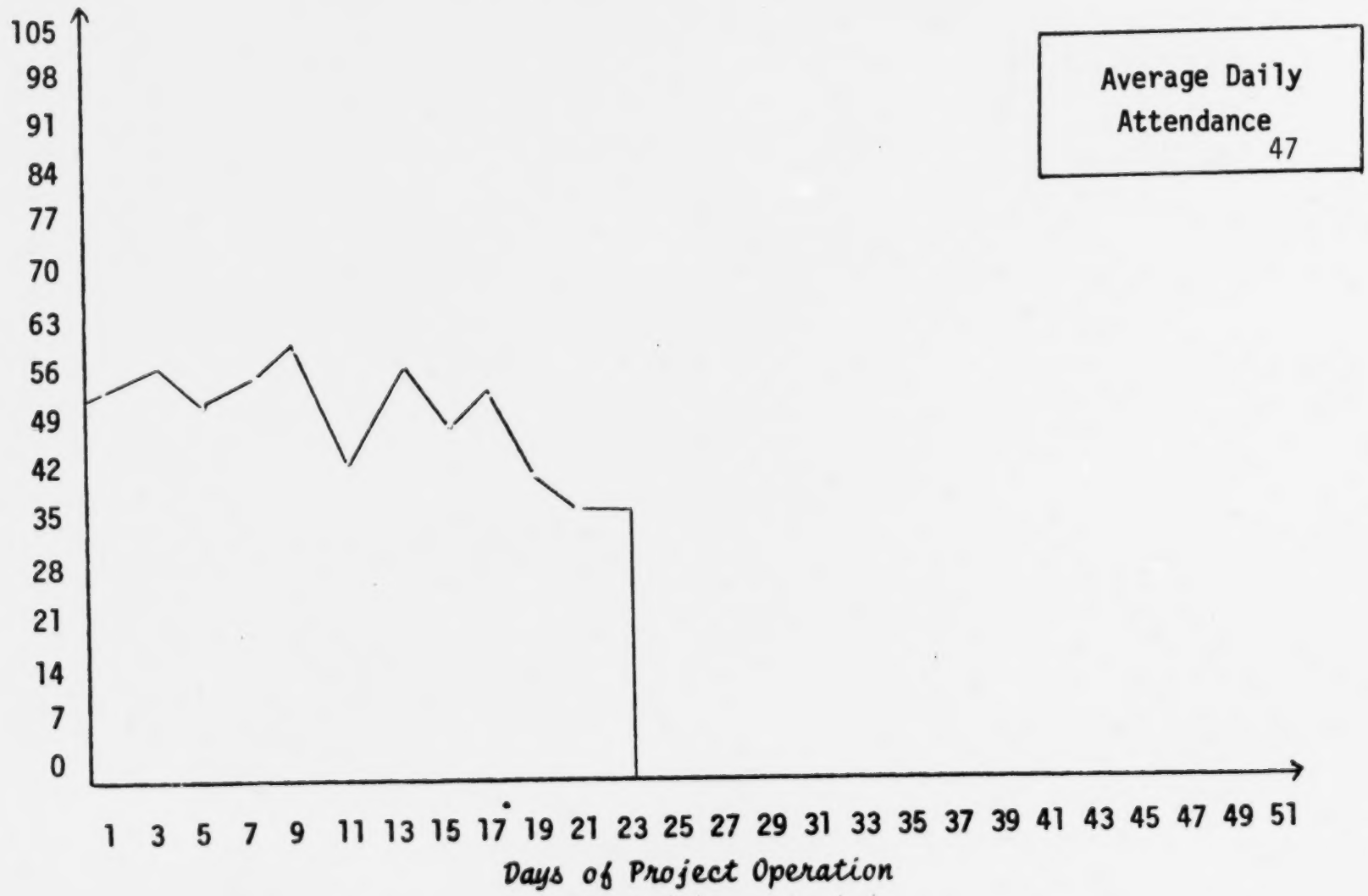
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

Lenoir S.

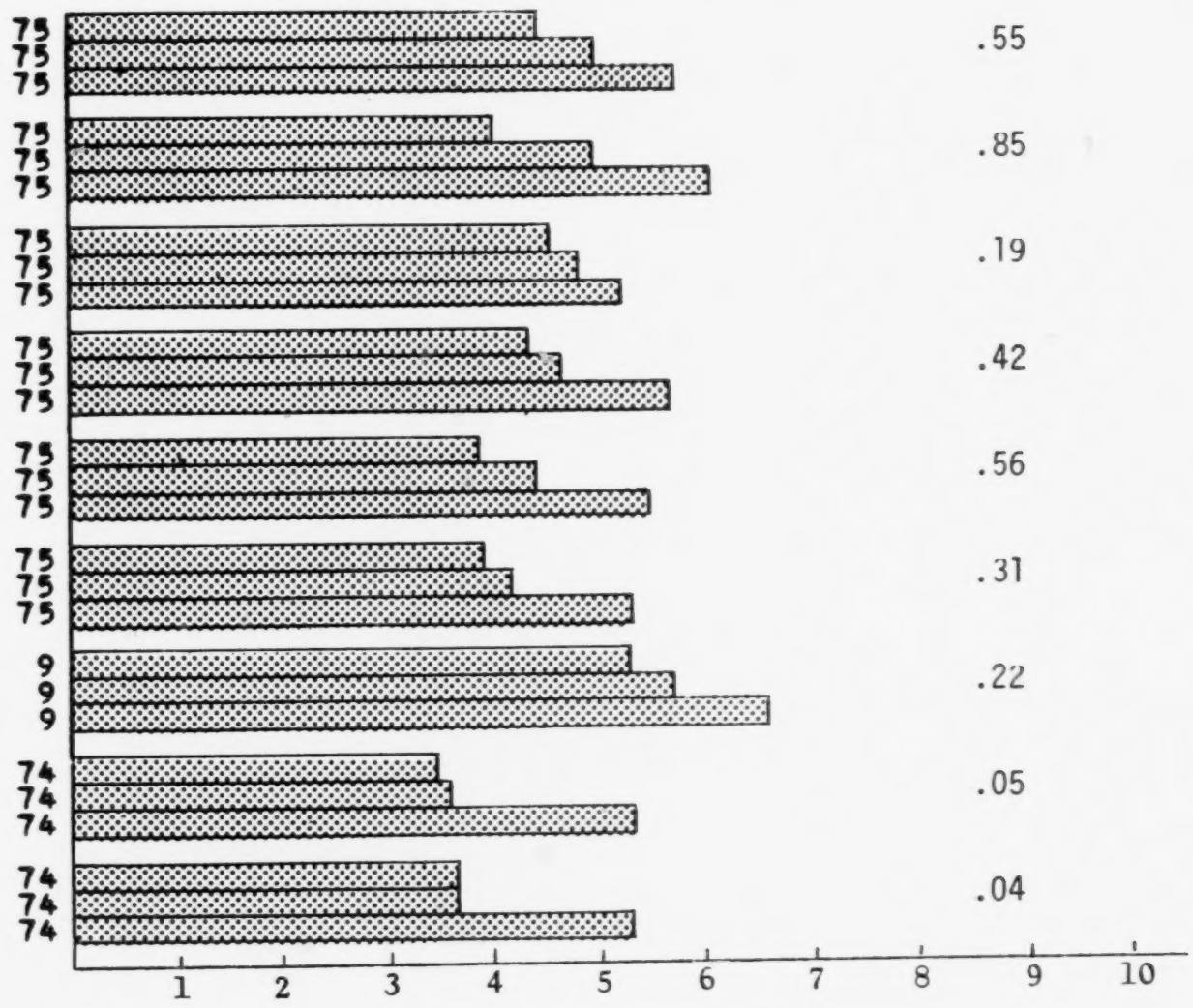


PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



LENOIR SECONDARY

OBJECTIVES	NO. OF STUDENTS	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
PHYSICAL EDUCATION SKILLS	75 75 75		.55
VOCATION AND PRE-VOCATION SKILLS	75 75 75		.85
GENERAL HEALTH	75 75 75		.19
SOCIALIZATION	75 75 75		.42
SELF-CONCEPT	75 75 75		.56
COMMUNICATION	75 75 75		.31
LANGUAGE ARTS	9 9 9		.22
READING	74 74 74		.05
MATH	74 74 74		.04



Entering
Leaving
Potential

STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

LENOIR COUNTY SUMMER MIGRANT EDUCATION PROJECT
SAVANNA SCHOOL
KINSTON (RT2 GRIFTON), NORTH CAROLINA

Superintendent: Ramon L. Davis
Title I Director: Marjorie Moore
Project Director: William B. Harper

Site Team Members: Arch Manning
Malcolm Williams
M. B. Morris
Milton Sawyer
John Bolton

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern - that of comparing performance to objectives - which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in

proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State objectives.

Directors were encouraged to write project objectives which would support State objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a Growth Sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this Growth Sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parential reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES - Lenoir County

1. To provide the migrant youth specially designed prevocational orientation (lectures by community resource persons), and vocational skill training in the areas of carpentry, small engine repair, and electrical equipment operation and repair.

2. To provide encouragement and instructional activities in Reading through the use of Hoffman Readers in a learning lab situation and by providing supplementary reading materials (books and magazines).

3. To provide instruction (equipment and facilities) and opportunities for group and individual participation in Physical Education activities - baseball, basketball, softball, football, table tennis, and shuffleboard.

4. To provide facilities and opportunities for the migrant youth to engage in quiet recreational activities such as checkers, letter writing, games, recreational reading, film viewing and etc.

5. To provide for the migrant youth's physical well-being by including dental, medical, and nutritional services as needs are determined by the instructional staff.

6. To employ guidance counselors to determine the physical and emotional needs of the migrant youth; to encourage participation in the program by visiting with the growers and students; to provide vocational information for the students; and to counsel with the youth in areas of interpersonal relationships as the need arises.

7. To encourage community, parental and grower acceptance of the Migrant Education Program through the use of letters, personal contacts by staff members, lectures to civic groups, news media, or meetings as applicable.

III. INSTRUCTIONAL PROGRAM

The Lenoir County Migrant Project consisted of an evening instructional and recreational program designed for teen-aged boys, primarily from Mississippi, who came to North Carolina to work in the tobacco harvest. The program was focused on vocational skill training in the areas of carpentry, small engine repair, electrical equipment operation and repair as well as the automotive tune-up course provided by the State Migrant Operation. One instructor was responsible for each vocational area. The total program also included six teacher aides, some of whom assisted with the vocational instruction.

The non-vocational components of the program included; a reading laboratory in which students could work individually or obtain instruction in subjects of choice, a recreational segment which included physical education instruction and group participation in basketball, football, and softball as well as quieter activities which ranged from pool and shuffle-board through table tennis and television.

Three guidance counselors met with the boys on an individual and small group basis. Avowed purposes of the counseling activities were to: (1) Assess the needs of the students, (2) Increase student understanding of educational and occupational opportunities, and requirements, (3) Encourage

the students to formulate and achieve realistic goals. One of the counselors was designated coordinating counselor. He was responsible for grower-project relationships and recruitment as well as otner counseling duties. The other two counselors also worked with registration, record keeping, orientation, health problems, and student recreation to the project.

The Lenoir County Project was operated on Tuesday, Thursday, Friday and Saturday nights. Recreational and/or instructional films were provided for Friday night viewing and were an option on some Saturday nights.

Upon enrollment, each student was given a brief orientation to the offerings and asked to choose one of the instructional areas. It was the understanding of the site team that forced choice was implemented after the program began operation as a result of too many students opting for recreational activities.

Each evening's operation began with a catered meal upon arrival. During the two site visits arrival time varied from 7:05 p. m. until 9:00 p. m. Following a hasty meal, students reported for an hour of instruction after which they were allowed to participate in the recreational activities. Transportation back to the camps began at 10:00 p. m.

The number of participants in each program area varied. Electrical Repair was the most popular course. About half of the students who enrolled in this course built minature tone boxes, four constructed radios, and the others spent their time repairing and experimenting with Lenoir County Schools'

equipment which was brought to the project for this purpose. Carpentry was learned by instruction in the use of tools followed by the making of small objects such as gun racks and chests. Small engine repair focused on the tearing down and rebuilding of lawn mower engines. The site team noted that this instructor encouraged the reading of the specifications from manuals and provided varying types of engines for inspection and instruction. All of the vocational instruction reflected a commitment to the hands-on approach.

The reading lab was almost totally individualized. The system supplied the equipment and the SRA and Imperial reading materials. Additional materials were purchased by the migrant program. Of the latter, film strips on automobiles seemed most popular. In addition to packaged learning materials, the lab was stocked with some books for instructional and recreational reading. The paperbacks of this collection were available for loan to the students. Math instruction was added at the request of one student. The teacher and the aide assigned to the reading lab kept individual records (growth sheets) of the attendence and interests of their students.

It was obvious that the recreational program was most popular. Many boys attempted to gravitate toward the gym immediately after the meal. By 9:30 p. m., many strenuous activities including basketball and rope climbing were in full swing. The gym, like the rest of the facilities, was spacious although hot. The recreational program was able to serve the total

attendants adequately. It was noted that many of these boys were members of school athletic teams "back home" and maintained an interest in keeping in condition.

IV. SUPPORTIVE SERVICES

Transportation to and from the Center was provided by the project which used the private cars of staff members. Drivers were paid mileage. Each instructor was assigned one group of boys from one or more camps. (In Lenoir County, the typical living situation is for a small number of boys to share tenant houses which are empty most of the year). Pickup times were varied according to the work schedule of the boys. The site team was informed that in past summers this project had received public criticism for the operation of buses at night.

An evening meal was provided each night the project was in operation. The meal was catered by a local resturant. Beverages were provided separately. Meals were purchased on a unit basis at an average cost of $1.30 per serving. It was learned that meals were ordered from attendence expectations. Less meals were ordered on Saturdays when attendence dropped off. During the second visit 46 students were fed. On the occasion of the first visit approximately twelve meals remained after all students were fed. Students interviewed were complimentary about the quality of the food although there were some complaints about the size of portions.

Health services of the Lenoir County Project apparently were limited to readily identifiable needs, although counselors encouraged the reporting of and treatment for health problems. Contact was maintained with local physicians and dentists who, although paid for their services, treated the students at the convenience of the project. The project also encouraged contacts with local health department and coordinated treatments requiring the use of the emergency room.

Project cooperation with all migrant reporting requirements were excellent except for a delay in the transmission of records to the Grifton Center. Counselors and secretary kept most of the records. The staff complied with the evaluation team's recommendation by providing additional information concerning the results of the counseling aspects of the program.

All of the teachers and most other staff members attended the Atlantic Beach Workshop. Prior to proposal writing time, representatives from the regular Title I staff attended the planning conferences at Grifton and related information to the subsequent migrant staff. The LEA conducted a local workshop and employed staff at least one week prior to the arrival of the migrant students. Teachers were well prepared in their respective subject areas. Total staff conferences were held at intervals throughout project operation.

IV. OTHER SERVICES

In addition to previously mentioned contacts with service agencies, the Lenoir Project received aid in the identification of and contacts with migrants (and growers) from the employment security commission. Other agencies providing aid included the Department of Social Services and the Agricultural Extension Division.

Since the students were traveling with crew leaders rather than in families, there was no true home school coordination during this summer's operation. Contacts with growers was reported as generally favorable. Some growers cooperated with the project by helping with transportation and others defended the project to critics. One grower, however, refused to allow his migrant workers to participate. Two crew leaders interviewed by one of the site team members expressed support for the program. One of them occasionally provided transportation for a few of his boys who were housed in an adjacent county.

General community relations could be described as relatively quiet. There was less criticism of Migrant Education in Lenoir County this year than last. Dissemination was judged better this year, although more could be accomplished. Dissemination was observed to be more effective with migrants and growers than with the community at large. The staff indicated that they found personal contact and appearances at churches, civic clubs and agencies gave the project a better image than the use of media.

I. DISCUSSION OF PROJECT ACTIVITIES

The Lenoir County Migrant Education Project made a creditable attempt to provide a comprehensive series of offering in the face of some difficulties. Planning and development were delayed due to changes in LEA administration. Public opinion had been less than favorable. Long working hours of the Migrants caused transportation problems and late attendence. Site visits by the evaluation teams occured at times when there were other visitors present.

In spite of the difficulties, the project achieved all local objectives except one - lectures by resource persons for prevocational orientation were not apparent. Recreational objectives (3 and 4) were most successful when measured in terms of student interest. The reading lab (2) was considered exemplary by the staff and at least half of the evaluators. Student interest in the vocational offerings caused concern among the evaluators. Electrical equipment repair appeared to be the most effective vocational course. One visitor felt that the teaching techniques demonstrated in small engine repair were worthy of emulation. Carpentry was judged the weakest component although it demonstrated greater holding power than small engines. The suggestion that carpentry be phased into Arts and Crafts is worthy of consideration. The staff is to be commended for the limitation of recreational activities during class operation. This should be continued in the future.

Recognizing the fact that training cannot fairly compete with recreational activities still leaves a problem of concern for local and State Migrant Staff. Can a project provide enough range in vocational skill training to "reach" a majority of migrant youth? A good hands-on program was provided in four areas with less than outstanding results. The reading lab was at least of equal effectiveness. In the opinion of the writer, this comprehensive project is an excellent place to introduce an approach to vocations based on orientation and awareness in addition to skill training.

The flexible transportation arrangements seemed to yield increased attendance, yet this use of private cars may well be more expensive and just as open to criticism as bus transportation. The length of the migrants work day must be considered when planning transportation and operation times. Suggestions for next years operation ranged from a Monday through Friday operation to operation only on weekends. There was agreement between staff and evaluators that catered meals should be replaced by cafeteria preparation. Since food preparation would require additional staff, this should be balanced against the suggestion that staff should be decreased until enrollments increase.

When a comparison was made of project activities in light of State objectives it was judged that:

Objective one concerning communication skills was being met, objectives two and three were not directly applicable, objective four concerning self concept and group interaction was being adequately met, the vocational skill training was being satisfied but that different techniques should be added to future programs. Objective six - mutual understanding of cultural differences could not be directly observed, however, there were no negative indications either on the part of the staff or the students. Record keeping (no. 7) was adequate. Communications (No. 8) was well carried out except for general community relations. This aspect needs improvement even though definite progress will necessitate more time than a single year. More immediate results could be obtained for objective number nine. Some simple screening exams could be begun and counseling could be improved. Home school coordination (No. 10) will be difficult to achieve in the typical situation of boys from other states traveling without parents.

The Lenoir County Project seemed remarkably free of any prejudices both on the part of the staff and the students. One can reasonably expect more effective local training given a greater lead time between planning approval and implementation dates (objective number 11).

In summary, the conclusion of the evaluation teams was that this project adequately fulfilled its objections as stated in the proposals. The project should, however, improve in the future. Many of the items which took on problem status this year should have been solved in proposal

writing and approval stages. Staff size and recruitment of more students should be major concerns for future operation.

II. RECOMMENDATIONS.

The Project Staff Recommends:

1. Addition of Crafts and Arts instruction and provision of more hands-on experiences.

2. Project operation on Tuesday, Thursday, Friday, Saturday and Sunday.

3. The addition of Educational tours and field trips related to the curriculum.

4. More advance notice of reporting requirements from all sources.

5. That evaluation teams and State Migrant Office Personnel should direct their criticisms, suggestions, etc., to the project director rather to staff members only.

6. Early appointment of the Project Director.

The Evaluation Team Recommends:

1. Consideration of the possibility of conducting some counseling activities at the migrant homes and letting teachers serve dual roles as teachers and counselors. (This presumes a reconsideration of operating days and hours).

2. Identification of students as dropouts or "expecting to return to school". Identify students who return next year and include their reactions in an expanded local evaluation.

3. Prepare meals in the cafeteria.

4. Involve all personnel in some portion of the academic and recreational areas if only in planning stages.

5. Assure that each instructor keeps individual records (<u>growth sheets</u>) on the students in his sessions.

6. Phase carpentry into Arts and Crafts instruction.

A

PITT SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: July 2 - August 20
Days & Hours Operated: 2:00 p.m. - 8:00 p.m. M T W T
2:00 p.m. - 10:00 p.m. Friday
10:00 a.m. - 10:00 p.m. Saturday
2:00 p.m. - 8:00 p.m. Sunday

[1]Total Days of operation: 22
Estimated Enrollment: 225
Actual Enrollment: 147

[2]Average Daily Attendance: 85
[2]Sum of Daily Attendance: 1883

Type of Migrant:
Interstate: 145
Intrastate: 2
5 Year Provision 0

[3]Average Length of Membership: 39
Maximum Membership: 137

Migrant Students Traveling in Family Groups: 0 Girls: 0
Boys: 147

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Full-Time	No.	Percent of time Paid
Director	1	100%	Medical-Social Couns.	1	100%
Coordinator	1	100%	Secretary (PACE)	1	100%
Industrial Arts T-Couns.	1	100%	Bookkeeping Aide (PACE)	1	100%
Crafts T-Counselor	1	100%	Aide	1	100%
Music T-Counselor	1	100%	Part-Time		
Art T-Counselor	1	100%	Industrial Arts T-Couns.	1	50%
P.E. T-Counselor	1	100%	Law & Order T-Couns.	1	50%
Small Engines T-Couns.	1	100%	Cafeterial Workers	3	50%
Indoor Recreation T-Couns	1	100%	Lunchroom Supervisor	1	25%
Janitor	1	100%			

Total full-time equivalent paid staff: 16.7
Teacher-pupil Ratio: 1 : 18.4
Staff-pupil Ratio: 1 : 8.8

Number of Students by Age

Age:	*	14	15	16	17	18	19	20+
Number:	2	4	5	24	18	31	20	43

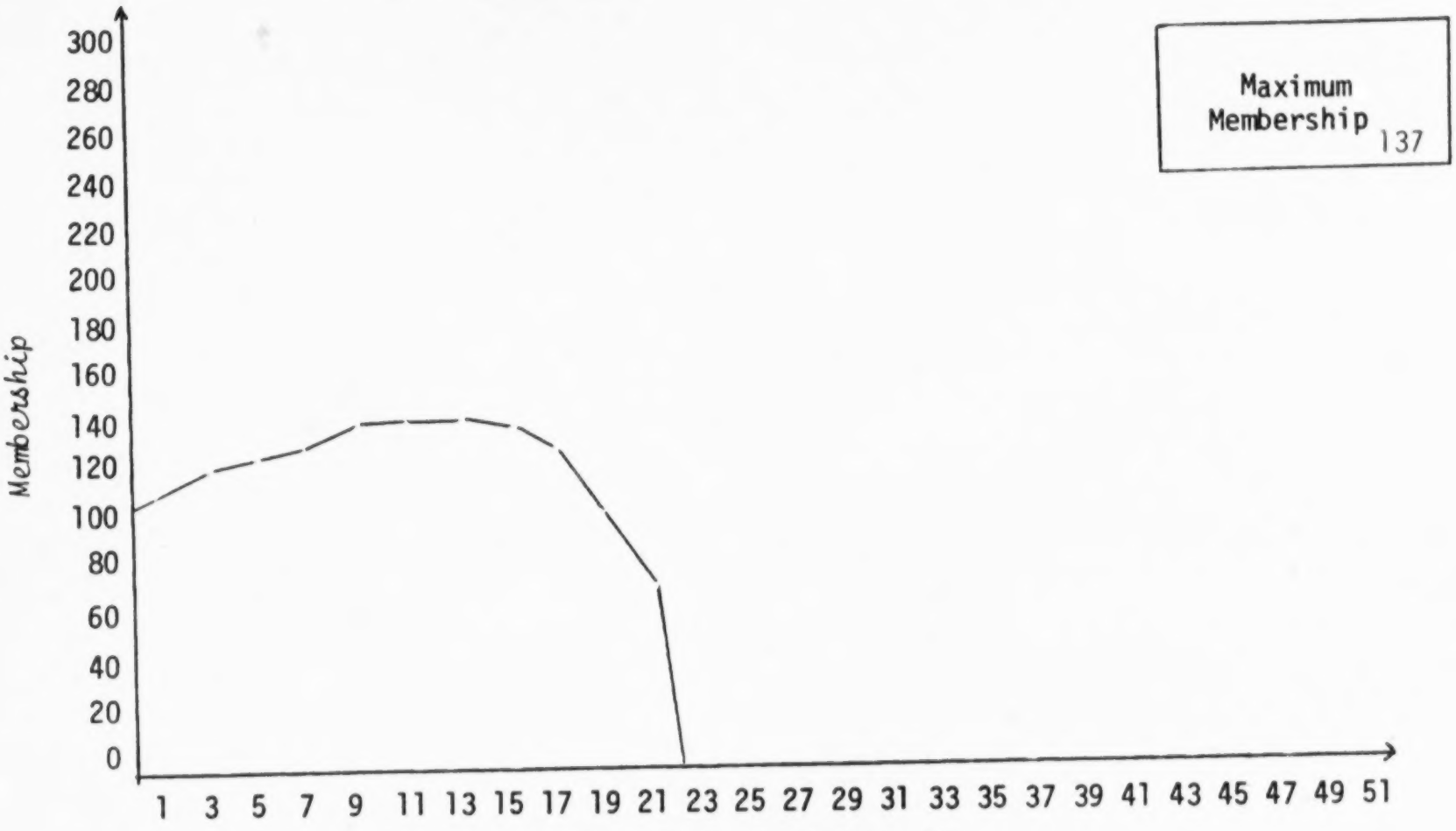
* Age not indicated Average Age of Student: 18.9

[1] This number indicates only total days of operation (not calendar days).

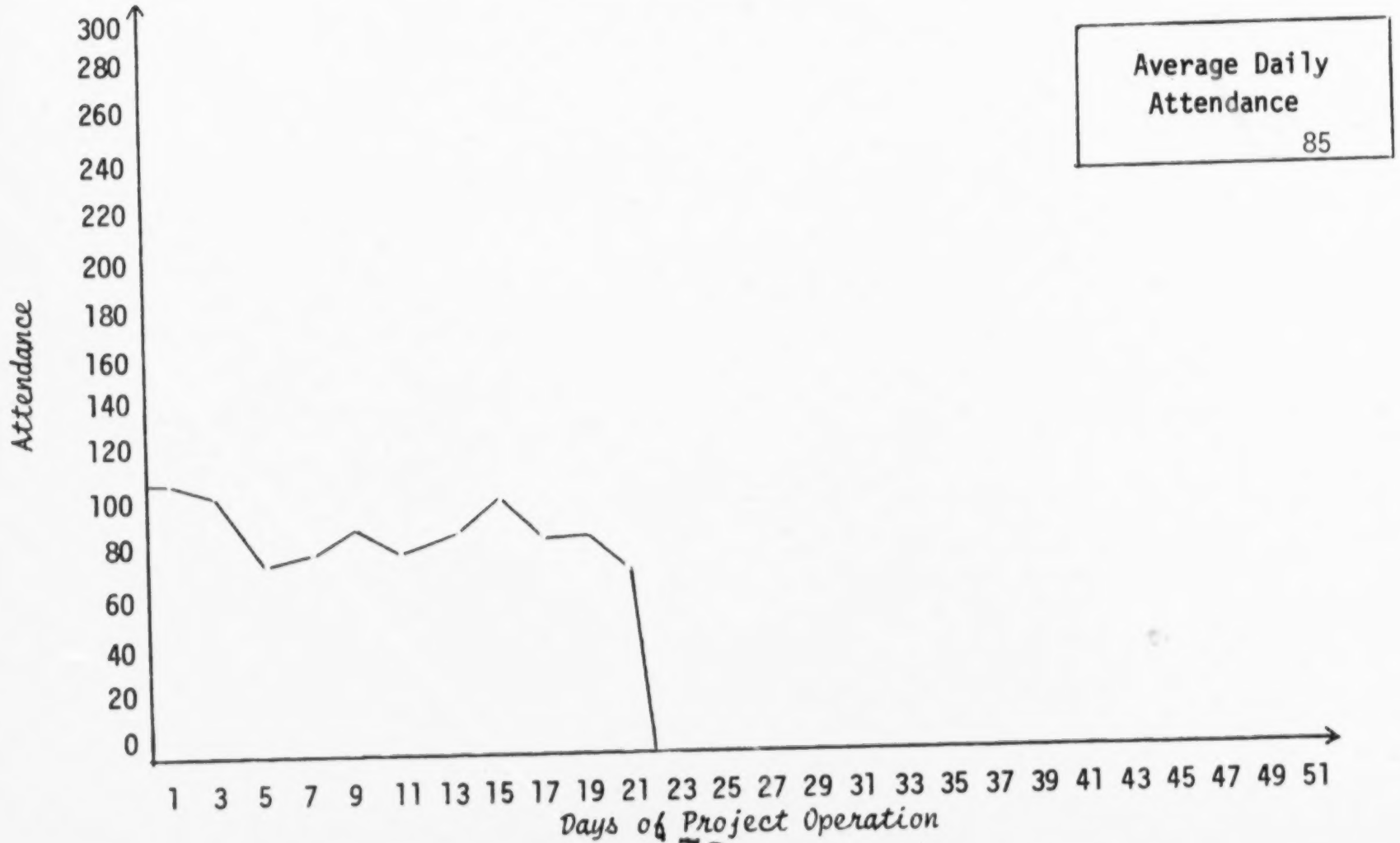
[2] This is the total number of students present for all the days the project was in operation.

[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

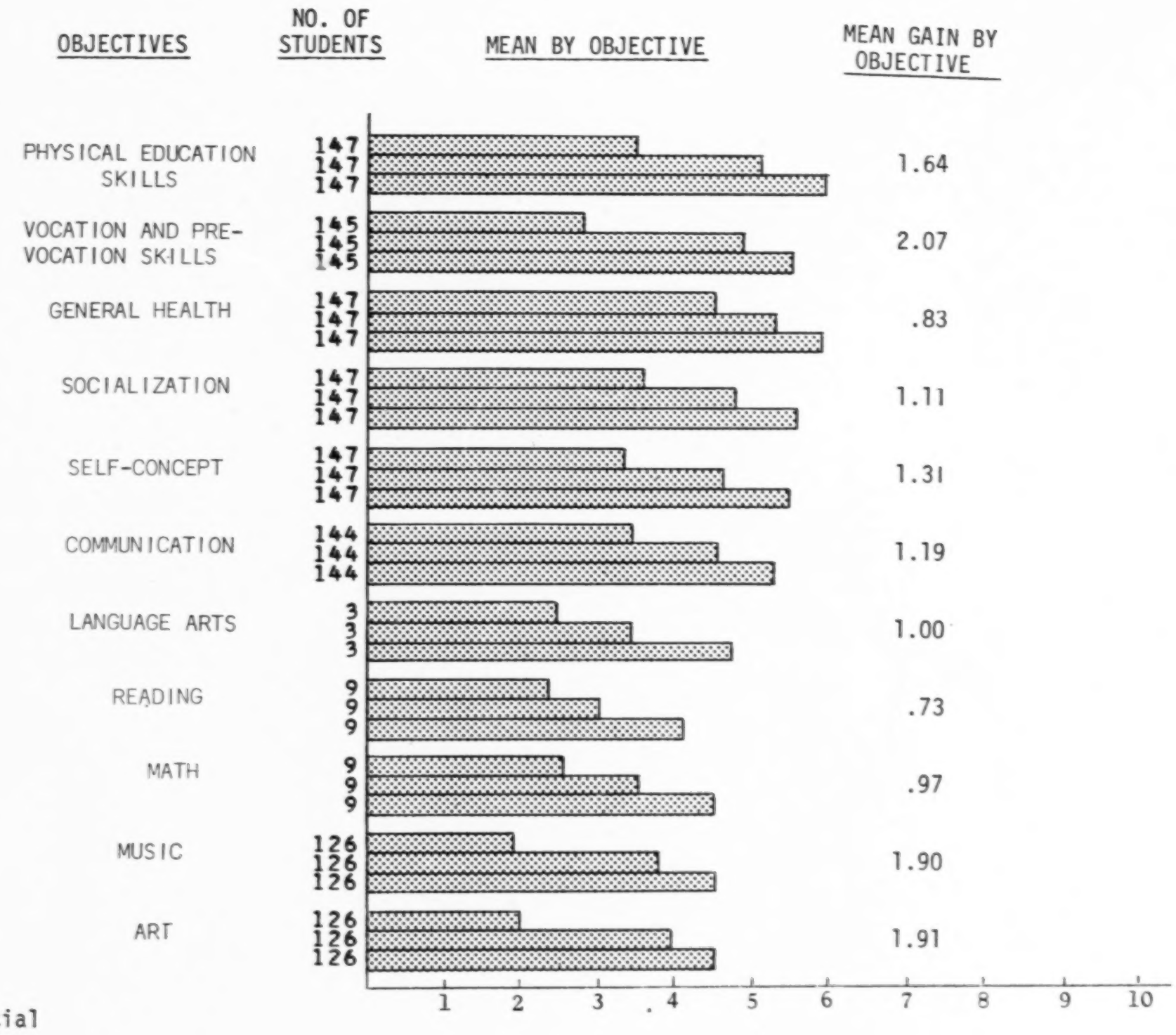
PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION Pitt S.



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



PITT SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

PITT COUNTY SUMMER MIGRANT EDUCATION PROJECT
CHICOD SCHOOL
GREENVILLE, NORTH CAROLINA

Superintendent: Arthur S. Alford
Project Director: Frederick Parks

Site Team Members: Arch Manning
Sarah Johnson
Malcolm Williams
Cleo Meek
Abbie Krystall

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

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4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

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10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. To provide vocational and pre-vocational instruction for migratory youth.
2. To provide food, clothing, health, and other supporting services for migratory youth.
3. To provide cultural enrichment and recreational activities for migratory youth.
4. To provide counseling services for migratory youth.

III. INSTRUCTIONAL PHASE

The Pitt County Summer Migrant Program was operated for boys between the ages of fourteen and twenty-one who came to North Carolina to work in the tobacco harvest. The program included both a counseling service and an instructional program. This was the first year of operation. The program was operated from June 14 to August 20.

The typical living situation was for the boys to live in small groups in tenant houses which were unoccupied most of the year. Program planning was in accordance with needs that exist in this type situation. The instructional phase was implemented in light of these determined needs.

The classroom phase of the program was operated during the weekends at the Chicod school. Instruction was offered in the areas of small tool carpentry, leather craft, ceramics, metal work, auto tune-up, welding, music, art, first-aid, consumer education, and the legal rights of citizens.

Each student was required to sign up for three classes and attend them on a rotating basis as indicated by a schedule published weekly and available to each student when he attended the program on Friday or Saturday evening. Initially the students were skeptical about the program but soon came to accept it freely.

In the craft sessions, the boys made wristbands, pendants and belts; in ceramics, the products included ashtrays, vases and models of animals and in woodworking, small wooden objects. Many of the students also worked with leather, paints and printing devices. They learned simple brush techniques, how to care for equipment and mix colors. Also in the art and craft program, the staff was very careful to select, for many items, simple inexpensive materials. The students could easily obtain these same materials to continue these activities when they returned home.

In addition to arts and crafts, there was also a music program. The students sang and learned to play instruments. The instruments were well taken care of and there were no discipline problems.

A unique instructional session acquainted the students with procedures and techniques of banking through the cooperation of bank officials and staff. One bank remained open on Friday evening to allow these involved in the program an opportunity to deposit money. The bank officials taught the students how to write checks, fill out forms and generally take care of their money. In previous years, the students were very reluctant to deposit money in the bank as they misunderstood what happened and were distrustful of being able to reclaim their money when they desired it. Through the efforts of the staff and bank officials to acquaint the boys with particulars of the banking system, the students this year deposited money (sometimes as much as sixty dollars per week) and boasted of their accomplishments in savings at the summer's end. This also curtailed the problem of money being stolen, which was a prevalent occurance in past years.

For occupational purposes, there was a course in basic welding. The students were taught the importance of welding and about the jobs available for good welders. There were also courses in small engine repair, automotive

tune-up, and industrial arts.

In addition to the occupational courses, instruction was also given regarding the importance of diet and food preparation. Since the students live with one another and not within family units, this instruction was vital to their physical well-being.

The Chief of Police gave a series of talks on the boys' rights as citizens. The boys then obtained information on various legal technicalities and requirements set down by law enforcement officers.

The migrant students were involved in some of the planning of the program. To accomplish this, the director held sessions with the boys at the beginning of each weekend, explaining the weekend activities, setting up guidelines and receiving suggestions from the boys themselves.

The recreational program included trips to swimming pools, the movies, a baseball game and a visit to the Marine Base at Cherry Point. The boys were encouraged to utilize leisure time effectively by reading paperback books and using sports equipment.

The boys reaction to the program was excellent. The boys listened very carefully to their instructions and instructors. They were eager to attend and participation was extremely high. Those who worked late during the evening the program was offered, came to the program after their work was completed. The boys themselves were extremely polite, respectful and attentive.

IV. SUPPORTIVE SERVICES

The program was of such a nature that supportive services were correlated with the instructional phase of the program.

The counseling service was carried in the afternoons and in the evenings. A team of two staff members (one white and one black) were responsible

for the boys at ten locations and made approximately two visits per week to each location. During the visits, the counselors brought something; health kits, magazines, etc. to let the boys know that someone was concerned about them and to check to see if there were any problems.

Regular school buses were used for transportation and since no restriction was put on their use after dark, when involvement warranted, the sessions often operated beyond scheduled hours on Friday and Saturday nights. One meal was served on Friday night, two on Saturday and two on Sunday. Shower facilities were available for the boys at all times when the school was open, and clothing was available for those in need.

Health needs, such as sickness, dental needs, psychological treatment etc., were treated on a referral basis. Any boy who had a health problem was immediately referred to a local public or private medical service. Additional health needs were met by the distribution of health kits, available shower facilities, proper food, and instruction in health areas.

Proper reporting was handled on the local level with the assistance of the Grifton Center.

Since this program was late in joining the migrant operation, staff members were unable to attend the Grifton and Behavior Modification Workshops. Therefore, pre-service training was held at the Atlantic Beach Conference. Special training in the use of supplemental curriculum materials and equipment was conducted at the Migrant Center and at various school in the county.

Inservice training included staff discussions, and a visit to the Lenoir project, but more important, sessions with the boys themselves were held to establish the most effective and useful way to conduct the weekend sessions.

Post service training was accomplished by evaluation made by the instructors themselves, but more important once again, the students themselves also evaluated the program and made suggestions for next year's program.

Local public and private health services provided treatment and consultations. The Department of Mental Health provided some psychological services. The Employment Security Commission and Farm Labor Service helped locate migrants and secure employment, in some cases, for the boys. As mentioned previously, local bank officials were extremely helpful in assisting boys who visited the bank and opened accounts, and the Chief of Police volunteered his time to assist in the legal instructional phase of the program.

V. OTHER SERVICES

Because of the boys' situation there was no direct contact with the parents of the boys. The staff did, however, encourage the boys to keep in touch regularly with their families.

Relations between the growers and staff were excellent. The growers were extremely enthusiastic and eager for the boys to participate in the program. Part of this enthusiasm was credited to the fact that through the program fewer boys dropped out of work or got into trouble and they were more cooperative than in previous years. The growers often brought the boys to the project when they had worked late and missed the regular bus. Plans have been made to include growers on an advisory committee for next year's program.

Community and staff relations are on middle ground. Many members of the community supported the program through health services, banking services, etc., but there remains some hesitancy on the part of the community to actively, wholeheartedly approve the program. This is attributed though to the fact

that the program is new and the community has not actually had enough time to accept it as yet. General concensus is that given additional time, and as much success in next year's program as this one, that the community will more readily accept the program.

Dissemination of information is still in the early stages. A reporter from a local paper took pictures for use in an article concerning the project. Information sheets were supplied to the growers before and during the project. Personal contact was made with community leaders to explain and discuss the program. The Farm Labor Service, Employment Security Commission and some local businessmen and business groups were instrumental in disseminating various information.

I. DISCUSSION

Evaluators, staff and students expressed praise for the program. Words such as outstanding, excellent, exemplary and beneficial were frequently used to describe the success of the program.

The director and personnel were frequently described as instrumental in the success of the program. Their interest in the boys as individuals strengthened the rapport found to exist between students and staff. The staff was devoted to aiding the boys, not only while they were in class, but during the week as well. There was initial reserve on the part of the boys to accept the white staff, but after only a few sessions, the boys exhibited trust and confidence in black and white staff members alike.

The boys were guided, not prodded, to engage in the activities. A highly structured and regemented system was not needed due to the fact that students actively and enthusiastically accepted and participated in all phases offered.

The student-teacher planning sessions gave the students a feeling of involvement. Evaluators' interviews indicated a felt sense of fulfillment by the boys in knowing that they helped to assure the success of the program.

The program excellently met the objective of assisting the student's physical, emotional and mental well-being during his stay in North Carolina while also giving him instruction that will be instrumental in building a brighter future for him. The program was judged to have met the four local project objectives in an effective manner.

One of the most outstanding benefits of the program was that it centered the program around the students, not the students around the program.

The visits made by the counselors during the week to the student's camps provided assurance to the boys, some of whom were away from home for the

first time. It also gave students the opportunity to discuss problems, or just chat with someone who was receptive to their situation.

This project offered concrete evidence that with proper staff, good planning, trust and acceptance by students, other programs such as this one can be effectively implemented into other areas serving the same type of migrants. The success of this project should serve as a valuable aid in planning sessions for next year.

In summation, this project was considered exemplary for the following reasons. The program was based on the students needs, which reflected upon the good planning involved in the project. There was excellent administration of the program with support from the local administration. Staff members were concerned with problems peculiar to the boys and thus the staff was willing to modify their techniques in order to improve the program.

II. RECOMMENDATIONS

Even though the program was considered exemplary the following suggestions were made to strengthen and expand next year's program.

Local Staff Recommends:

Employment of more black personnel at all levels of the program (State Department, evaluation, etc.)

Evaluation Team Recommends:

1. Provide instruction in vocational and prevocational areas by acquainting students on the techniques of applying for a job, how to fill out employment forms and how to find out what opportunities are availab.e
2. Provide checkups for all boys, not just those who complain of an illness.
3. Coordinate with the Board of Education on obtaining a better facility for next year's project.

4. Provide more organized instruction in health and nutrition. (Since the boys do their own cooking, an excellent opportunity is available to instruct the boys in how to cook, and more important, what to cook.)

5. Increase number of instructors and working space in arts and crafts because of the great demand of interest in this area.

A

WAKE SECONDARY
Summer Migrant Education Evaluation
1971 Evaluation

Program Operation Dates: July 5 - August 25
[1]Days & Hours Operated: 5:00 p.m. - 9:00 p.m. M T W T F S
Total Days of Operation: 45
Estimated Enrollment: 100
Actual Enrollment: 103

[2]Average Daily Attendance: 41
[2]Sum of Daily Attendance: 1858

Type of Migrant:
Interstate: 46
Intrastate: 57
5 Year Provision: 0

[3]Average Length of Membership: 21
Maximum Membership: 103

Migrant Students Traveling in Family Groups: 0

Girls: 0
Boys: 103

PROJECT STAFF AS REFLECTED BY PROPOSAL PLUS "VOLUNTEERS"

Full-Time	No.	Percent of time Paid	Part-Time	No.	Percent of time Paid
Coordinator	1	100%			
Assistant Coordinator	1	100%			
Teachers	2	100%			
Teacher Aides	4	100%			
Bus Drivers	2	100%			
Janitor	1	100%			

Total full-time equivalent paid staff: 11
Teacher-pupil Ratio: 1 : 51.5
Staff-pupil Ratio: 1 : 9.4

Number of Students by Age

Age:	13	14	15	16	17	18	19	20+
Number:	3	12	12	21	16	17	6	16

Average Age of Student: 16.5

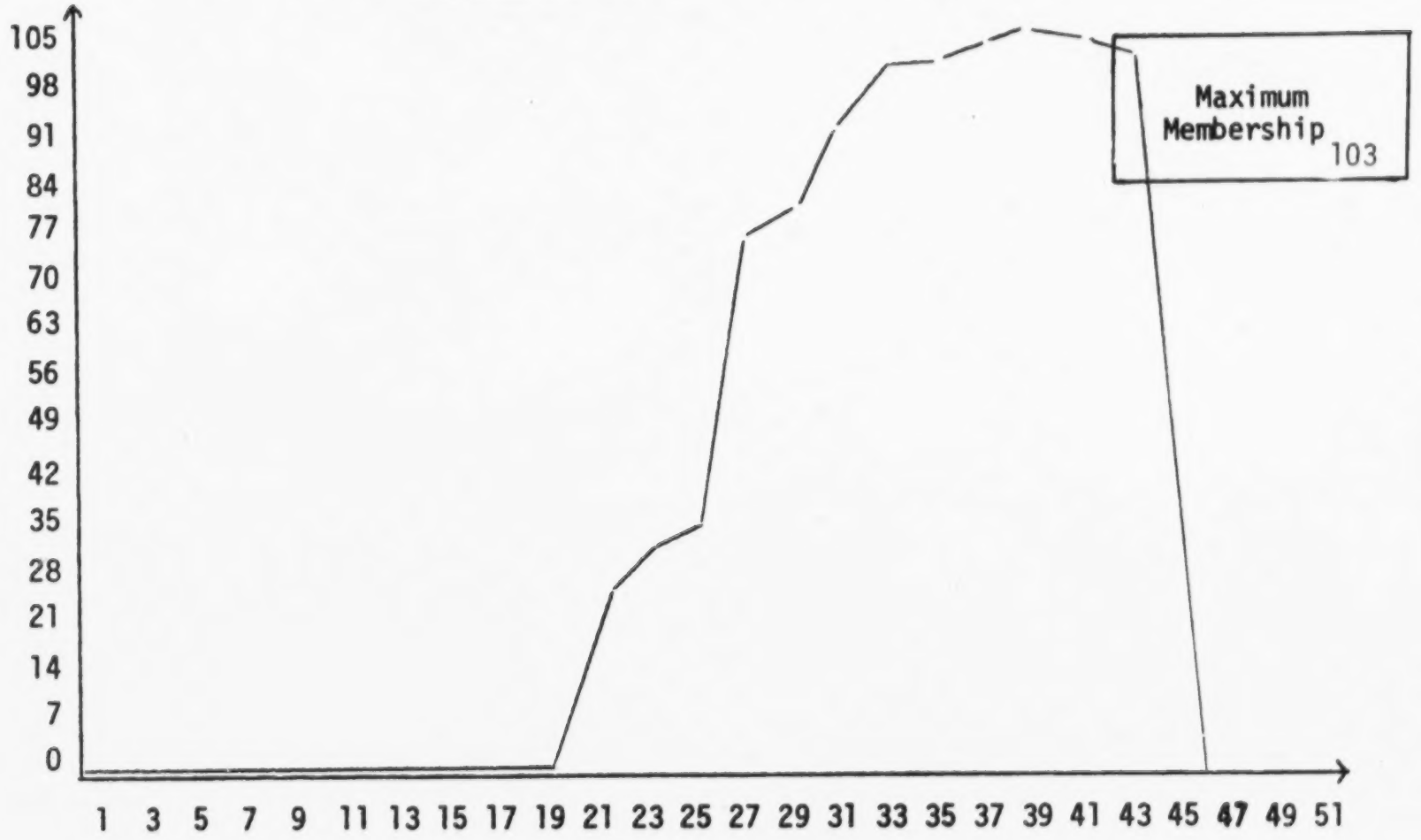
[1] This number indicates only total days of operation (not calendar days).

[2] This is the total number of students present for all the days the project was in operation.

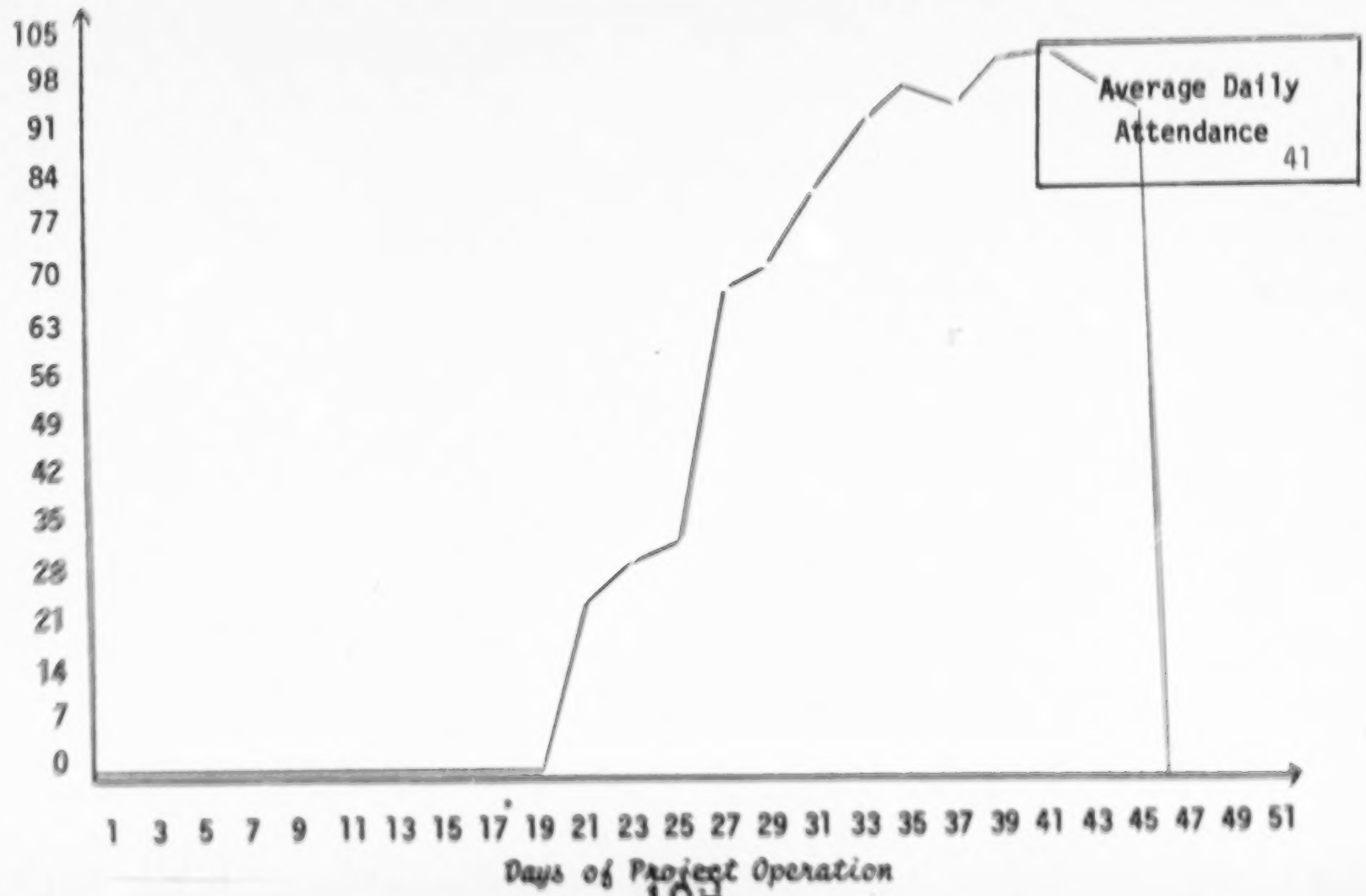
[3] This number reflects the average number of CALENDAR DAYS the student was enrolled.

PUPILS IN MEMBERSHIP BY DAYS OF PROJECT OPERATION

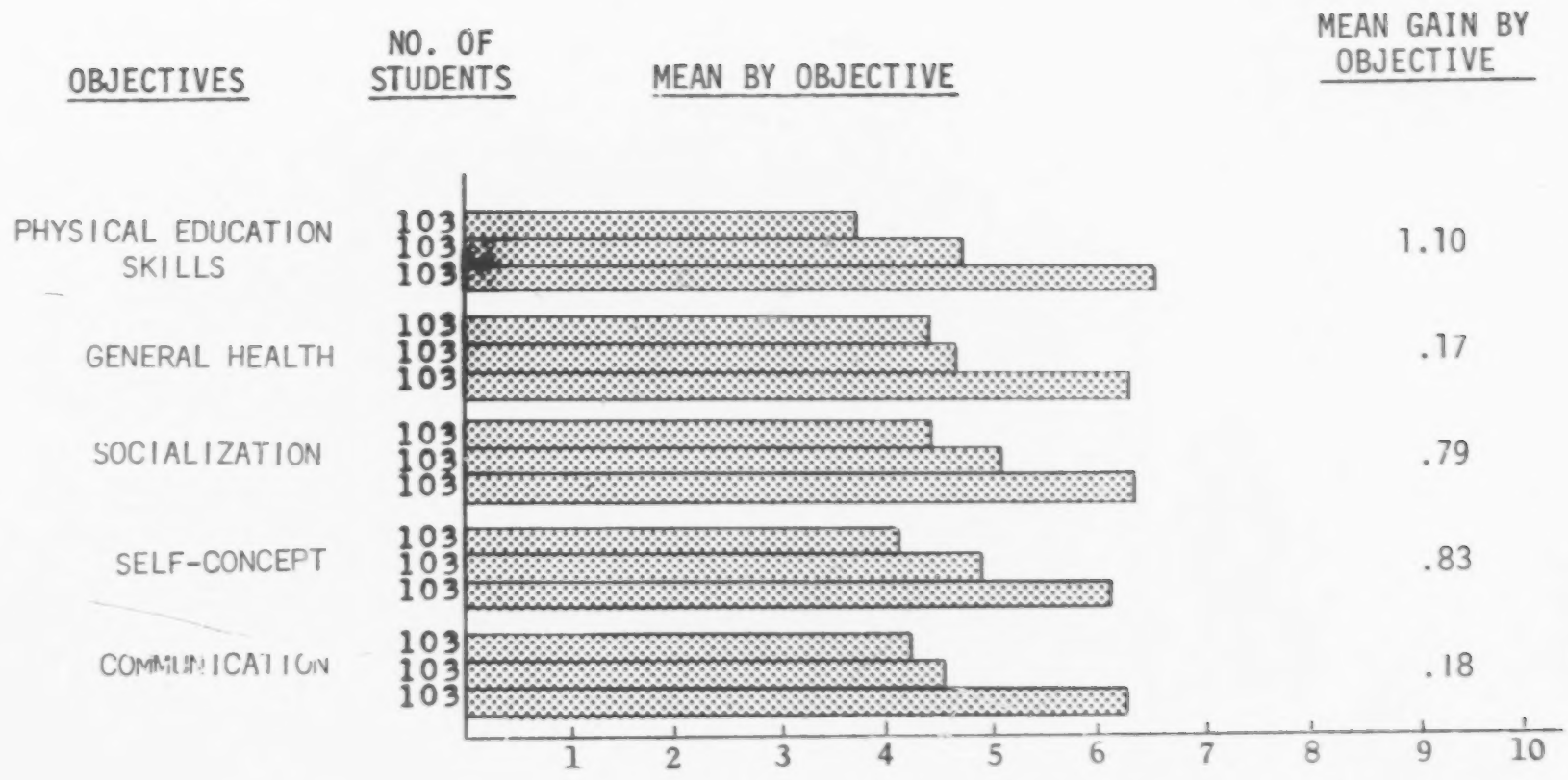
Wake



PUPILS' DAILY ATTENDANCE BY DAYS OF OPERATION



WAKE SECONDARY



STUDENT ACHIEVEMENT FROM GROWTH SCALES

B

WAKE COUNTY SUMMER MIGRANT EDUCATION PROGRAM
FUQUAY SPRINGS ELEMENTARY SCHOOL
FUQUAY-VARINA, NORTH CAROLINA

Superintendent: A. E. Fussell
Project Director: C. J. Barber
Project Coordinator: J. Hooker
Assistant Coordinator: Bruce Cayton

Site Team Members: Arch Manning, Y. A. Taylor, Hubert Bowden, David Mallette, Abbie Krystall, Alice Solomon, John Bolton

I. INTRODUCTION

The 1971 Evaluation of North Carolina's Summer Migrant Education Projects followed a pattern -- that of comparing performance to objectives -- which is currently being implemented in all areas of the State Department of Public Instruction's operations. In the early stages of the evaluation effort, the Division of Research and the Division of Planning in consultation with personnel from selected Program Services Divisions produced a handbook of specific student-oriented objectives which were adaptable to evaluation without the necessity of formalized tests. Draft copies of these handbooks were distributed to all project directors at the March 16th Grifton Conference for proposal planning. During the same period a national migrant committee was producing A Statement of Migrant Program Purposes. Subsequently, the eleven "objectives" which made up this statement were adopted by the North Carolina Migrant Programs as State Objectives. These also were passed along to project directors who were assured that the 1971 State evaluation would focus primarily on a comparison between objectives as presented in proposals and actual project operation as observed by two on-site teams during the summer's operation. This report also estimates the extent to which project operation conformed to State Objectives.

Directors were encouraged to write project objectives which would support State Objectives and to use sample specific objectives as guides for designing their instructional program. The Division of Research with the cooperation of the Division of Planning provided aid in preparation of objectives and program description for projects desiring these services as well as projects in which the contact was initiated at the direction of the State Migrant staff.

In order to obtain information relating to student objectives, a growth sheet was designed. Project personnel were asked to record attendance and other pertinent information on this form and to compare each migrant student's performance on nine objectives common to most migrant programs. The scales on this growth sheet were designed so that each teacher could use the range of performance of her regular classes as a benchmark for comparison of migrant students' performance and abilities. All teachers attending the Atlantic Beach Conference were trained in the use of the growth sheets.

Thus, the basis for this evaluation report is derived from: site reports by evaluation team members, growth sheets on each student, project proposals, descriptive federal reports completed by project directors, and State questionnaires filled out by two members of the local project staff.

STATE OBJECTIVES

Instructional Services

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and in the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

II. PROJECT OBJECTIVES

1. Provide worthy use of leisure time and develop good sportsmanship traits.

2. To provide food, clothing, health and other supporting services for migratory youth.

3. To provide cultural enrichment activities for migratory youth.

4. Provide specially designed activities which will increase the migrant youth's social growth, positive self-concept, and group interaction skills.

5. Develop in each program a component of intrastate and interstate communications for the exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant youth's total educational program.

6. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant workers.

7. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among the youth.

III. INSTRUCTIONAL PROGRAM

The Wake County Summer Migrant Program was conducted in the evenings (Monday through Saturday) at the facilities of the Fuquay Elementary School in the southern portion of Wake County. The facilities opened for the migrant operation included three classrooms, cafeteria, gymnasium and all athletic fields. A section of the gym was used as an office by the staff.

The program served boys and young men from various southern states who came to North Carolina to work in the tobacco harvest. The project eventually exceeded its estimated enrollment of one hundred by

three students although early recruitment was delayed. The first scheduled site visit had to be cancelled due to a lack of students.

The curriculum, to a large degree, emphasized recreational activities, especially sports and physical education activities. The instructional area of the program focused primarily on health and social problems and was conducted through the use of films and discussion.

Coordinators typically opened the school facilities between 2:00 and 3:00 p.m. The staff arrived at 4:30 p.m. Students began to arrive at 6:30 p.m. and immediately went to the school cafeteria for dinner. Program activities began immediately after the students finished eating. Students were divided into three groups and attended activities and were assigned to instructors on a rotating basis. Both indoor and outdoor activities were included in the sports program with allowances for rainy days. Outdoor activities included volleyball, softball and horseshoes while indoor activities included basketball, wrestling, shuffleboard, billards, ping pong and weight lifting. Two of the three classrooms were set up for individual activities including television, writing, reading and numerous small games. The third classroom was used for instruction in the general area of health and social problems. An abundance of equipment was available for both indoor and outdoor activities.

During the site visit the evaluators observed the three groups. Group I was on the athletic field engaging in a softball game. It was noted that the teacher and aide who were good players were participating and that there was good team spirit and encouragement. Group II began their evening by viewing the films in the "instructional room". The teaching films were selected to form a series. Those offered this particular evening were Marijuana and Half A Million Teenagers. The latter dealt with

veneral disease. Other films within the series dealt with problems of smoking, nutrition, early marriage, etc. Following the film, the instructor asked for questions, led a short discussion and dismissed the group. Group III was observed pursuing activities within the gym. Here all the activities were in great demand, with billiards and basketball most popular. The instructor and aide assigned to this group alternately refereed group activities or demonstrated proper procedures for many activities especially those which involved some hazard.

Between 8:15 and 8:30 p.m., the students were allowed to continue their scheduled activity or proceed to another activity. Most of the boys gravitated toward the gymnasium. The game room and TV room also gained students at this time. It was noted by the staff that the classrooms began to cool off about this time. Although shower facilities were available and soap and towels were provided in each student's health kits, there was very little use of showers by 9:00 p.m. on the night of the visits. The evaluators noted and the staff concurred that most of the students cleaned up at the camps before coming to the evening meal.

The site teams did not have an opportunity to view the leisure films presented in lieu of the instructional films on Friday nights nor the Saturday field trips. These were reportedly most successful.

Student participation in most observed activities was good. It was reported that the instructional activities were less favored and were mandated by the staff.

IV. SUPPORTIVE SERVICES

Bus transportation was provided to and from the school site and for field trips and outings (Saturdays). The food program consisted

of a meal and a snack each night the program was operational. The meals were provided under a contractual arrangement with the Wake County School Food Services. This arrangement included provision for cash reimbursements and allowed for the preparation of good meals at the site under the direction of Wake County Food Services employees.

Health kits were provided for each student. The clothing provided was limited to gym suits, socks and tennis shoes except in case of dire need. Shower facilities were available.

Although health instruction was the major instructional component of the program, other health services were somewhat limited. Arrangements were made for medical treatment through the Wake County Health Department and project funds. There was no indication that any screening for health problems was implemented. The Wake County Project enrollments were delayed and required reporting was slow. Reporting requirements were emphasized by both site teams.

Most of the project staff attended all of the Atlantic Beach Conference. Prior to beginning operation, all staff members participated in a one day workshop on classroom management, operation and utilization of equipment. No plans for post-service training were in evidence at the time of the site visits.

V. OTHER SERVICES

Although the immediate local community, especially the youth, accepted the program and expressed some interest in it, the community at large was not actively involved in the program.

Contact with the growers was primarily through letters and visits with the Farm Placement Service representative. No growers had

responded to letters to the extent of visiting the project at the time of the first visit. Parental contact was limited to encouraging the students to write home.

Dissemination apparently was limited to the contacts with the growers, the students, and the required reporting to the State.

I. DISCUSSION OF PROJECT ACTIVITIES

The evaluation teams were in agreement that the Wake County Project supported its first objective -- to provide worthy use of leisure time and develop good sportsmanship traits -- with most of the observed project efforts. The project was judged highly successful with respect to this objective. The second objective-- to provide food,clothing, health and other supportive services for migratory youth -- was viewed as being adequately met although it would have been advisable to implement more health services and coordination with other agencies.

Objective number four was supported by on-site operations and the field trips and outings. More community contact could have been implemented in this area. Of all the local objectives, the Wake County Project was weakest in supporting number six -- coordination of all available resources for the benefit of the migrants -- and number seven -- to improve mutual understanding and appreciation of cultural differences among the youth.

The site teams were more concerned, however, with the limited scope of the entire project, both in design and in operation. Academic instruction was limited to films and brief discussions which centered primarily around health instruction. Vocational and prevocational instruction was limited to that provided by the state through the services of the automotive tune up unit. Counseling, which has been used successfully with boys in this age range was apparently limited to instructor-student interactions during recreational activities and meal times.

Another area of concern was the recruiting. As has been noted previously, the first site visit was postponed due to lack of enrollment. It is suggested that for future projects, assignments of recruiting responsibilities be made an explicit portion of the project proposal.

Most evaluators reported that the recreational activities offered were acceptable and pleasing to the students and that the abundance of equipment supplied in this area was a plus for the program. The scheduling of activities was praised in that it allowed all boys an opportunity to engage in every activity offered. The food program was most efficiently handled and all staff members were conscientious and concerned about their students. It was felt that pre- and in-service training should be strengthened especially in the area of aquainting all personnel with the proposal as it relates to objectives and with applicable sections of The Migrant Education Handbook.

II. RECOMMENDATIONS:

The evaluation teams made the following suggestions for future project planning and operations.

1. Strengthen recruitment procedures to a considerable degree.
2. Extend the scope of the program offerings especially in the areas of vocational and prevocational orientation and guidance.
3. Provide more pre- and in-service training (consider planning for visiting similar programs during operation).
4. Improve dissemination especially the contacts with the community and service agencies.
5. Increase the number and range of the field trips and outings.
6. Build into future programs provisions for assessment of student needs.